An Investigation Into the Practices and Challenges of Students' Use of ICTs in English: Selected Ethiopian Public Universities in Focus

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Abstract—This study was intended to examine whether or not students use ICTs in English, know that one's use of it improves his/her English language skills, and if there is significant difference among students' English language, information technology and other departments/programs students' use of it in English and their knowledge that one's use of it improves his/her English language skills, and to investigate challenges students face not to use ICTs in English with reference to Hawassa, Wolaita Sodo and Wachemo universities. To this end, a descriptive design with a mixed approach was employed. A questionnaire with two-point and five-point scales was used to collect data from 1500 students (500 students from each university). A semi-structured interview was also conducted with 39 students (13 students from each university) randomly selected from among those students who had filled in the questionnaire. Data gathered by the questionnaire were analyzed quantitatively; data collected by the interview were analyzed qualitatively. The study disclosed that the vast majority of university students do not use ICTs in English; they do not know that one's use of it in English improves his/her English language skills. It is also found that there is no statistically significant difference among students of English language, information technology and other departments/programs use of ICTs in English and their knowledge that one's use of that improves his/her English language ability. There are challenges that students face not to use ICTs in English. Accordingly, recommendations have been forwarded.

Index Terms—students' use, ICTs, English, knowledge, challenges

I. INTRODUCTION

The introduction of the English language into Ethiopia dates back to the introduction of modern education into the country (Dejenie, 1990). When the western education got into Ethiopia in the early nineteenth century, English was taught as a subject whereas French served as a medium of instruction. According to Tesfaye and Taylor (1976), cited in Geremew (1999), after the Italian invading force was driven out of Ethiopia with the help of the British army in 1941, the British influence in Ethiopia began to grow and as the result of that a shift was made from French domination to English domination. English has played different roles at different regimes in Ethiopian education. It has got an important place especially in tertiary education of the country. It can be concluded that ninety-nine percent of the instructional materials and other reference resources of our higher education institutions appear in English. English is serving as a medium of instruction in our universities although some regional or local languages are currently becoming medium of instruction for students who study these languages. It has also continued to be a must to students of all departments, normally in their undergraduate first year studies, to take a good number of English language courses. The main objective of offering the English language courses to the students is to help them improve their proficiency since English is a medium of instruction and nearly all the teaching/learning and reference materials are written in it (Gebremedhin, 1986; Hailemichael, 1993). Hence, students' success in their course of studies depends on their English language ability. Moreover, almost in all the universities, there is a Department of English that trains students for the undergraduate/postgraduate degrees.

Moreover, the issue of information communication technologies (ICTs) has got an important place especially in tertiary education of our county. That is, students of all departments/programs, normally in their undergraduate first year studies, are required to take introductory courses on ICTs in English. The courses are intended to help students be familiar with different types of ICTs and thus be able to effectively exploit these in order to access various academic and related resources. As a result, they can be successful in their course of studies and build creativity and problem solving skills to become capable citizens who can make indispensable professional and related contributions to the development of their country.

Information communication technologies, which emerged in the 1980's, are used to describe a range of technologies utilized in order to create, gather, store, retrieve, process, analyze and transmit information. This idea is supported by scholars such as Meleisea (2007), cited in Nguyen et al. (2012), Internet Advisory Board (2008), cited in McDougald (2009), United Nations Development Programme (2003), cited in Ibrahim (2010), Altiner (2011), Cheng (2012), Dalton (2011), Muehleisen (1997), Nomass (2013) and United Nations Development Programme (2003), cited in Ibrahim (2010). ICTs include '''old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and

wireless technology and the Internet. These different tools are now able to work together, and combine to form our 'networked world' a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe" (United Nations Development Programme, 2003, cited in Ibrahim, 2010, p. 211).

Students of English as a foreign/second language need further language support; they need to use different types of ICTs in English which can help them learn the language easily and effectively (Kramsch & Thorne, 2002; Ybarra & Green, 2003). Each type of ICTs has its own specific benefits and application with one of the four macro-language skills. In relation to this, Kramsch and Thorne (2002) state that the use of technologies provides learners with unprecedented opportunities to practice English and involve themselves in authentic environments of the language. For example, according to Kelsen (2009, p. 3), "YouTube has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience …and provides a context through which they can interact, exchange ideas, share feelings, and participate in a web-based environment." Thus, ICTs and English language are related to each other; English has become a dominant language of news, internet and information as well as technology across the globe (Ibrahim, 2010).

Hence, university students need to use different types of ICTs in English effectively and regularly. As a result, their English language can be improved and thus they would succeed in their course of studies, which are offered in English, in particular and be knowledgeable and skillful on various aspects of life in general where English is the popular lingua franca across the globe. That is, they would build creativity and problem solving skills and become capable citizens who can make indispensable professional and related contributions to the development of their nation. In order to use ICTs in English effectively as well as regularly and thus benefit from these, students need to have adequate knowledge about these in improving their English language; however, their effort as well as knowledge regarding their use of these can be affected by various factors.

Scholars abroad, such as Talukdar, 2016; Chauhan et al., 2013; Rathnasena et al., 2013; Shyamlee, 2012; Castellano et al., 2011; Ibrahim, 2010; McDougald, 2009; Yunus et al. 2009; Young, 2003 have conducted researches on ICTs in relation to students' English language learning. The research literature, thus, has come up with recommendations to respective policy makers and concerned stakeholders regarding the practices and challenges of students' use of ICTs in English; they would strive for the betterment of students' knowledge about ICTs in improving their English language and work on challenges students face not to use ICTs in English. As a result, students can use different types of ICTs in English effectively and regularly, and thus their English language can be improved; they can succeed in their course of studies, which are offered in English, and be knowledgeable and skillful on various aspects of life where English is the popular lingua franca across the globe.

Although the role of ICTs in tertiary education of our country has been acknowledged and ICTs and English language are related to each other, as far as the researcher's thoughtful survey on the topic is concerned, nobody has so far researched the practices and challenges of Ethiopian university students' use of ICTs in English. Thus, this research was meant to:

- Find out whether or not university students use ICTs in English
- Investigate whether or not university students know that one's use of ICTs in English improves his/her English language skills
- Examine if there is significant difference among English language, information technology and other departments/programs students' use of ICT's in English and their knowledge that one's use of it in English improves his/her English language skills
- Identify challenges that university students face not to use ICTs in English.

In order to achieve the objectives of the study, the following research questions and hypotheses were set.

Research Questions:

I. Do university students use ICTs in English?

II. Do university students know that one's use of ICTs in English improves his/her English language skills?

III. What are the challenges that university students face not to use ICTs in English?

Research Hypotheses:

Null Hypothesis (Ho) - There is no significant difference among English language, information technology and other departments/programs students' use of ICTs in English and their knowledge that one's use of it improves his/her English language skills.

Alternative Hypothesis (Ha) **-** There is significant difference among English language, information technology and other departments/programs students' use of ICTs in English and their knowledge that one's use of it improves his/her English language skills.

II. RESEARCH DESIGN AND METHODOLOGY

A. Study Design

In order to achieve the objectives of this study, a descriptive design was employed.

The major purpose of descriptive research is description of the state of affairs as it exists at present. In social science and business research, we quite often use the term Ex post facto research for descriptive research studies. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening. (Kothari, 2004, p. 2)

That is, this study employed the aforesaid design since it was meant to describe the state of affairs as it exists at present: university students' practices and challenges in using ICTs in English.

B. Description of the Study Areas

There are 10 public universities in the South Nation, Nationalities and Peoples' Regional State of Ethiopia. For this study, Hawassa, Wolaita Sodo and Wachemo universities were selected. Hawassa University was purposefully selected for being the researcher's work place, whereas the two universities were randomly selected by drawing lots. Hawassa University, which is the first generation university is found in Sidama Zone and situated in Hawassa City, which is located at 274.7 Kms to the south of Addis Ababa. Wolaita Sodo University is the second generation university. It is situated in Wolaita Zone and found at Wolaita Sodo Town, which is located at 328 kms to the south of Addis Ababa. Wachemo University is found in Hadiya Zone; it is situated in Hosanna Town, which is located at 232 kms to the southwest of Addis Ababa.

C. Study Participants and Sampling Techniques

A total of 1500 students of the selected universities took part in this study. To this end, firstly, two batches (second and third year) were randomly selected by drawing lots. First year was excluded because the researcher felt that the students' English would not be good to effectively understand the items of the questionnaire. It was also thought that they might have less awareness about the university ICT infrastructure and related teaching-learning activities compared to senior class students. Then, four departments/programs were randomly selected from each batch but English language and literature and information technology were included purposefully to examine if there is significant difference among these departments/programs and other departments/programs students' use of ICTs in English and their knowledge that one's use of that improves his/her English language ability. Availability sampling technique was employed to include the students; that is, all the students who attended classes when the questionnaire was administered were the study participants.

D. Instruments of Data Collection

1. Questionnaire

The researcher prepared a questionnaire in English and it had four parts. The first part was intended to elicit the students' relevant background. The second, third and fourth parts of the questionnaire included items meant to investigate the students' use of information communication technologies (ICTs) in English, find out whether or not they know that the use of ICTs in English improves one's English language and identify challenges they face not to use ICTs in English respectively. In preparing the second and third parts of the questionnaire, the researcher mainly focused on Tri's (2015) study questionnaire and these parts were prepared in two-point scale where each item has two possible responses: yes, no. The forth part was prepared by taking ideas from the related literature and based on the objective of the study and it has five-point scale where each item has five possible responses: strongly agree, agree, undecided, disagree and strongly disagree. The questionnaire had a cover page which discusses the purpose of the questionnaire and asks the participants to read the items carefully and respond honestly. The reliability of the items of the questionnaire was confirmed by Cronbach's alpha computed on SPSS version 20. Moreover, in order to achieve its validity, the researcher's most senior colleagues were requested to comment on the questionnaire.

2. Interview

The researcher prepared a semi-structured interview. The interview was prepared in English. The interview was intended to collect data which cannot be obtained through the questionnaire items since the items were close-ended which cannot reveal further details on the participants' responses. A semi-structured form was chosen because, firstly, it has the characteristics of both structured and unstructured interview, each with its strengths. Second, data obtained through this form of interview are not difficult to categorize and interpret. Care was taken concerning language issues and sequencing of questions while preparing the interview. Moreover, in order to achieve its validity, the researcher's most senior colleagues were requested to comment on the interview items.

E. Data Collection Procedures

The researcher obtained ethical clearance and letter of cooperation from his university and presented these to the concerned officials of each university to get permission and cooperation. Then, 4 instructors were selected at each university on the officials' recommendations to coordinate the data collection. The researcher held discussions with the selected instructors on how to coordinate the data collection. Then, the instructors were requested to distribute the questionnaire. Careful attempts were made to get the environment conducive to fill in the questionnaire and to make the non-returnable rate of the questionnaire zero. After collecting the questionnaire, at each university, interview was held with 39 students randomly selected (by drawing lots) from among those who had filled in the questionnaire. Careful

attempts were made to get conducive environment for the interview. Moreover, the researcher took care of this pronunciation and pace while conducting the interview. Furthermore, the interview sessions were interactive and tape-recorded.

F. Methods of Data Analysis

Firstly, each student's scores (for this purpose all the students of English language and literature, 144, were included and thus the same number of students of information technology and students of other departments/programs were randomly selected by drawing lots from among those who had already filled in the questionnaire) on his/her use of ICTs in English and on his/her knowledge that one's use of ICTs in English improves his/her English language skills were found separately by applying the procedures used by researchers such as Bartea, 2009; Evans, 2007; Hong et al., 2003; Knowles and Kerkman, 2007; Prokop et al., 2007. Shapiro-Wilk test of normality was conducted, and then One-Way ANOVA was run on the SPSS version 20 to examine whether or not there is statistically significant difference among the three groups' mean scores. The significance level was taken at 0. 05. The researcher did not conduct Post Hoc Tests since the One-Way ANOVA showed that there is no significant difference among English language, information technology and other departments/programs students' use of ICTs in English and their knowledge that one's use of it improves his/her English language ability.

Data collected by the interview were analyzed qualitatively. To be specific, similar responses of each item were categorized together in themes and the results were discussed by quoting some utmost concepts directly. Lastly, implications were drawn based on the views of the majority of the respondents. The results of the questionnaire and that of the interview were triangulated. "Many researchers take a pragmatic approach to research and use quantitative methods when they are looking for breadth, want to test a hypothesis or want to study something quantitative. If they are looking for depth and meaning, they will prefer to use qualitative methods" (Muijs, 2004, p. 11).

III. RESULTS AND DISCUSSION

TABLE 1
STUDENTS' RESPONSES REGARDING THEIR USE OF ICTS IN ENGLISH

No.	Item	Response	
		Yes	No
1	Do you check a bank account on your mobile phone in English?	50 (3.33%)	1450 (96.67%)
2	Do you check weather forecast on the internet in English?	20 (1.33%)	1480 (98.67%)
3	Do you use social media such as Facebook in English?	200 (13.33%)	1300 (86.67%)
4	Do you use VOIP (Voice Over Internet Protocol) such as Skype, MSN and Yahoo Messenger in English?	14 (0.93%)	1486 (99.07%)
5	Do you use wireless and mobile computing devices such as smart phones in English?	6 (0.4%)	1494 (99.6%)
6	Do you play computer simulations and games in English?	-	1500 (100%)
7	Do you shop on the internet in English?	-	1500 (100%)
8	Do you surf the internet in English for pleasure?	57 (3.8%)	1443 (96.2%)
9	Do you create and edit videos/audios in English?	4 (0.27%)	1496 (99.73%)
10	Do you create and maintain blogs in English?	-	1500 (100%)
11	Do you create graphics in English?	-	1500 (100%)
12	Do you create spreadsheets or charts in English?	4 (0.27%)	1496 (99.73%)
13	Do you create web pages in English?	-	1500 (100%)
14	Do you prepare power point presentation slides in English?	36 (2.4%)	1464 (97.6%)
15	Do you read and send e-mails in English?	18 (1.2%)	1482 (98.8%)
16	Do you read and send instant messages in English?	13 (0.87%)	1487 (99.13%)
17	Do you read news on the internet in English?	10 (0.67%)	1490 (99.33%)
18	Do you download or listen to online music in English?	10 (0.67%)	1490 (99.33%)
19	Do you watch YouTube in English?	28 (1.87%)	1472 (98.13%)
20	Do you discuss assignments with friends via emails in English?	6 (0.4%)	1494 (99.6%)
21	Do you discuss assignments with instructors via emails in English?	-	1500 (100%)
22	Do you use chat applications with friends in English?	11 (0.73%)	1489 (99.27%)
23	Do you join online forums to discuss English learning with friends?	-	1500 (100%)
24	Do you explore course web sites in English?	2 (0.13%)	1498;\ (99.87%)
25	Do you search for online English materials?	12 (0.8%)	1488 (99.2%)
26	Do you surf the internet in English for information to support/complete your course works?	38 (2.53%)	1462 (97.47%)
27	Do you use Google maps in English?	9 (0.6%)	1491 (99.4%)
28	Do you use online English dictionaries?	-	1500 (100%)
29	Do you use web-based flashcards to learn English vocabulary?	-	1500 (100%)

The above table shows students' responses regarding their use of ICTs in English. To begin with, to the first and second items which asked the students whether or not they check a bank account on their mobile phone in English & check weather forecast on the internet in this language, 1450 (96.67%) and 1480 (98.67%) respectively, the vast majority of the respondents, reported that they do not do that whereas very few of the participants, 50 (3.33%) and 20 (1.33%) respectively, said that they do that. Items 3-5 were intended to investigate whether or not the students use social media such as Facebook, VOIP (Voice Over Internet Protocol) such as Skype, MSN and Yahoo Messenger and wireless and mobile computing devices such as smart phones in English. To these items, the vast majority of the respondents, 1300 (86.67%), 1486 (99.07%) and 1494 (99.6%) respectively responded that they do not use the aforementioned things in English whereas very few of the students, 200 (13.33%), 14 (0.93%) and 6 (0.4%) respectively, reported that they do that.

As indicated in the above table, to the sixth and seventh items, all the respondents (1500, 100%) do not play computer simulations and games in English and do not shop on the internet in this language. The table also depicts that to the eighth item the vast majority of the participants (1443, 96.2%) do not surf the internet in English for pleasure, whereas very few of the respondents (57, 3.8%) do that. The participants were also asked whether or not they create and edit videos/audios, create and maintain blogs, create graphics, spreadsheets or charts and web pages in English, and

prepare power point presentation slides in English. Accordingly, nearly all the respondents (1496, 99.73%) replied that they do not create and edit videos/audios in English while the remaining insignificant number of respondents, 4 (0.27%), do that. Moreover, all the respondents reported that they do not create and maintain blogs in English and do not create graphics in this language.

It is also indicated in the above table that almost all the participants (1496, 99.73%) do not create spreadsheets or charts in English, whereas the remaining only 4 (0.27%) of the respondents do that; all the respondents (1500, 100%) do not create web pages in this language. Item 14 was meant to investigate whether or not the students prepare power point presentation slides in English, and the vast majority of them (1464, 97.6%) replied that they do not practice that whereas the remaining only 36 (2.4%) of the participants said that they do that.

It is also depicted in the above table that nearly all the respondents, 1482 (98.8%) and 1487 (99.13%) respectively, do not read and send e-mails in English and do not read and send instant messages in this language whereas the remaining insignificant number of respondents, 18 (1.2%) and 13 (0.87%) respectively, do that. Equal number of respondents, 1490 (99.33%), which is a huge number of participants, reported that they do not read news on the internet in English and do not download or listen to online music in this language and the remaining very few of the participants (10, 0.67%) said that they do these in this language. Item 19 asked the students whether or not they watch YouTube in English; a huge number of the participants (1472, 98.13%), reported that they do not watch YouTube in this language, whereas the remaining only 28 (1.87%) of the respondents replied that they watch YouTube in this language.

As indicated in Table 1 above, almost all the participants (1494, 99.6%) do not discuss assignments with friends via emails in English while the remaining insignificant number of respondents (6, 0.4%) do that; all the respondents, 1500 (100%), responded that they do not discuss assignments with instructors via emails in this language. In like manner, nearly all the respondents (1489, 99.27%) reported that they do not use chat applications with friends in English; only insignificant number of participants (11, 0.73%) do that. It is also depicted in the above table that all the participants (1500, 100%) do not join online forums to discuss English learning with friends.

As indicated in the above table, the students were also asked (Items 24-27) whether or not they explore course web sites in English, search for online English materials, surf the internet in English for information to support/complete their course works and use Google maps in English. Accordingly, almost all the respondents, 1498 (99.87%) and 1488 (99.2%) respectively, replied that they do not explore course web sites in English and do not search for online English materials, whereas insignificant number of participants (2, 0.13% and 12, 0.8% respectively) reported that they practice that. The vast majority of the participants, 1462 (97.47%), also disclosed that they do not surf the internet in English for information to support/complete their course works and the remaining only 38 (2.53%) of the participants do that. The above table also shows that nearly all the respondents (1491, 99.4%) do not use Google maps in English, whereas insignificant number of participants (9, 0.6%) do that. Lastly, it is depicted that all the respondents (1500, 100%) do not use online English dictionaries and web-based flashcards to learn English vocabulary.

The above results witness that the vast majority of the students do not use ICTs in English. The present finding is consistent with the findings of studies by Nomass (2013), Rathnasena et al. (2013) and Yunus et al. (2009). In relation to this, Kramsch and Thorne (2002) and Ybarra and Green (2003) state that students of English as a second/foreign language need to use different types of ICTs in English so as to help them learn the language easily and effectively.

TABLE 2
STUDENTS' RESPONSES ON THEIR KNOWLEDGE THAT ONE'S USE OF ICTS IMPROVES HIS/HER ENGLISH LANGUAGE SKILLS

No.	Item	Response	
		Yes	No
1	Do you think one's use of ICTs in English improves his/her English listening skills?	400 (26.67%)	1100 (73.33%)
2	Do you think one's use of ICTs in English improves his/her English speaking skills?	550 (36.67%)	950 (63.33%)
3	Do you think one's use of ICTs in English improves his/her English reading skills?	280 (18.67%)	1220 (81.33%)
4	Do you think one's use of ICTs in English improves his/her English writing skills?	121 (8.07%)	1379 (91.93%)
5	Do you think one's use of ICTs in English improves his/her English grammar?	201 (13.4%)	1299 (86.6%)
6	Do you think one's use of ICTs in English enables him/her to acquire English vocabulary better?	498 (33.2%)	1002 (66.8%)
7	Do you think one's use of ICTs in English improves his/her English pronunciation?	621 (41.4%)	879 (58.6%)
8	Do you think one's use of ICTs in English allows closer contact with his/her instructors?	44 (2.93%)	1456 (97.07%)
9	Do you think one's use of ICTs in English assists the learning process of a student with different learning style?	907 (60.47%)	593 (39.53%)
10	Do you think one's use of ICTs in English favors the use of the English language in real situations?	1001 (66.73%)	499 (33.27%)
11	Do you think ones' use of ICTs in English makes him/her get the English language learning more enjoyable?	801 (53.4%)	639 (42.6%)
12	Do you think one's use of ICTs in English helps him/her visualize and understand the English language better?	118 (7.87%)	1382 (92.13%)
13	Do you think one's use of ICTs in English makes him/her build confidence on his/her English language ability?	202 (13.47%)	1298 (86.53%)
14	Do you think one's use of ICTs in English lets him/her gain access to more updated English materials?	44 (2.93%)	1456 (97.07%)

Table 2 above shows the students' responses to the items intended to investigate their knowledge regarding one's use of ICTs in English in improving his/her English language skills. The first four items were meant to see whether or not the students know that using ICTs in English improves the four macro-language skills. Accordingly, 1100 (73.33%), 950 (63.33%), 1220 (81.33%) and 1379 (91.93%) of the respondents, the majority of the participant-students, respectively disclosed that they do not know that one's use of ICTs in English improves his/her English listening, speaking, reading and writing skills; the remaining 400 (26.67%), 550 (36.67%), 280 (18.67%) and 121 (8.07%) respondents respectively, responded the opposite.

The above table also shows that the vast majority of the participants (1299, 86.6%) do not know that one's use of ICTs in English improves his/her English grammar, while the remaining (201, 13.4%) of them know that; 1002 (66.8%) of the participants do not know that one's use of ICTs in English enables him/her acquire English vocabulary better, whereas the remaining (498, 33.2%) of them know that; 879 (58.6%) of the respondents, the majority, disclosed that they do not know that one's use of ICTs in English improves his/her English pronunciation, whereas the remaining 621 (41.4%) of the participant-students know that.

It is also depicted in Table 2 above that the vast majority of the respondents (1456, 97.07%) reported that they do not know that one's use of ICTs in English allows closer contact with his/her instructors; however, the remaining only 44 (2.93%) of the participant-students know that. It is indicated that 593 (39.53%) of the respondents do not know that one's use of ICTs in English assists the learning process of a student with different learning style, whereas the remaining majority of the participant-students (907, 60.47%) know that one's use of ICTs in English supports the learning process of a student with different learning style.

As the above table reveals, the students were also asked whether or not they know that one's use of ICTs in English favors the use of the English language in real situations, makes him/her get the English language learning more enjoyable, helps him/her visualize and understand the English language better, and makes him/her build confidence on his/her English language ability. Accordingly, 499 (33.27%) of the respondents responded that they do not know that one's use of ICTs in English favors the use of the English language in real situations; however, the remaining majority of the participant-students (1001, 66.73%) responded the opposite. It is depicted that 639 (42.6%) of the participants do not know that one's use of ICTs in English makes him/her get the English language learning more enjoyable whereas the remaining majority of the respondents (801, 53.4%) know that. The vast majority of the participants, 1382 (92.13%), replied that they do not know that one's use of ICTs in English helps him/her visualize and understand the English language better and the remaining 118 (7.87%) of them responded the opposite. In like manner, a huge number of students (1298, 86.53%) said that they do not know that one's use of ICTs in English makes him/her build confidence on his/her English language ability; the remaining 202 (13.47%) of them reported the opposite. Lastly, the vast majority of the students, 1456 (97.07%), disclosed that they do not know that one's use of ICTs in English lets him/her gain access to more updated English materials, but the remaining 44 (2.93%) of the participants replied the opposite.

Based on the above results, it is possible to generalize that the vast majority of the students do not know that one's use of ICTs in English improves his/her English language skills; however, they said that it assists the learning process of a student with different learning style, favors the use of the English language in real situations and makes him/her get the English language learning more enjoyable, but when they were interviewed how it does so, they could not justify that. "Therefore, students should be provided with information technology knowledge through training workshops so that they utilize ICTs in learning English effectively" (Tri, 2015).

TABLE 3
STUDENTS' RESPONSES ON THE CHALLENGES THEY FACE NOT TO USE ICTS IN ENGLISH

No.	Item	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Lack of information communication technology (ICT) tools (smart phones, laptops, desktops, PDA, etc.)	851 (56.73%)	649 (43.27%)	-	-	-
2	Lack of internet access in the university	997 (66.47%)	301 (20.06%)	-	202 (13.47%)	-
3	Lack of adequate ICT centers in the university	857 (57.13%)	588 (39.2%)	55 (3.67%)	-	-
4	Lack of fast internet connection in the university	1145 (76.33%)	355 (23.67%)	-	-	-
5	Lack of quality ICT tools in the university	745 (49.67%)	407 (27.13%)	348 (23.2%)	-	-
6	Inaccessibility of ICT tools found in the university	640 (42.67%)	398 (26.53%)	400 (26.67%)	19 (1.26%)	43 (2.87%)
7	My being not good at English language	1320 (88%)	157 (10.47%)	-	18 (1.2%)	5 (0.33%)
8	Lack of experience in using ICTs in English	316 (21.07%)	1163 (77.53%)	21 (1.4%)	-	-
9	Being not encouraged by instructors to use ICTs in English	943 (62.87%)	496 (33.06%)	61 (4.07%)	-	-
10	Being not given assignments/projects which require using ICTs in English	1406 (93.74%)	92 (6.13%)	2 (0.13%)	-	-
11	The university ICT centers workers' being not cooperative to help students in using ICTs	39 (2.6%)	139 (9.27%)	-	1322 (88.13%)	-
12	The university ICT centers workers' being ineffective to effectively serve students in using ICTs	89 (5.93%)	93 (6.2%)	131 (8.73%)	1187 (79.14%)	-
13	The university ICT centers' being not conducive (in terms of noise, temperature, seats, cleanness, etc.) for using ICTs	47 (3.13%)	166 (11.06%)	99 (6.7%)	1188 (79.2%)	-

Table 3 above shows students' responses on the challenges they face not to use ICTs in English. To begin with, the majority of the participants (851, 56.73%) expressed their strong agreement that lack of ICT tools (smart phones, laptops, desktops, PDA, etc.) is a challenge they face not to use ICTs in English, whereas the remaining 649 (43.27%) of the respondents agree with this idea. The vast majority of the students (997, 66.47%) also conveyed their strong agreement that lack of internet access in their universities is a challenge they face not to use ICTs in English; 301 (20.06%) of them agree with this idea, while the remaining 202 (13.47%) of them showed their disagreement. As indicated in the table, 857 (57.13%), 588 (39.2%) and 55 (3.67%) of the respondents respectively responded 'strongly agree', 'agree' & 'undecided' to the item meant to investigate whether or not lack of adequate ICT centers in their universities is a challenge they face not to use ICTs in English. It is also indicated in the table that the vast majority of the respondents (1145, 76.33%) replied that they strongly agree that the internet connection in their universities is not fast to use ICTs in English, whereas the remaining 355 (23.67%) respondents said that they agree with this idea. In like manner, the majority of the respondents (745, 49.67%) said that they strongly agree that there is lack of quality ICT tools in their universities to use ICTs in English, whereas 407 (27.13%) and 348 (23.2%) of them respectively reported that they agree and couldn't decide. The sixth item was intended to see whether or not ICT tools found in the universities are inaccessible to students to use ICTs in English; accordingly, 640 (42.67%), 398 (26.53%), 400 (26.67%), 19 (1.26%) and 43 (2.87%) of the participants replied 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' respectively.

The above table also shows that the vast majority of the respondents, 1320 (88%), expressed their strong agreement to the seventh item which states that their being not good at English language is a challenge they face not to ICTs in English; 157 (10.47%) of the participants conveyed their agreement, whereas an insignificant number of respondents (18, 1.2% and 5, 0.33%) said 'disagree' and 'strongly disagree' respectively. It is also depicted in Table 3 above that 316 (21.07%), 1163 (77.53%) and 21 (1.4%) of the students responded 'strongly agree', 'agree' and 'undecided'

respectively to the eighth item which states that their being inexperienced in using ICTs in English is a challenge they face not to do that. Moreover, the majority of the respondents (943, 62.87%) strongly agree that they are not encouraged by their instructors to use ICTs in English, whereas 496 (33.06%) of the respondents agree with this idea and the remaining only 61 (4.07%) of them could not decide. To the tenth item meant to see if the students are not given assignments/projects which require using ICTs in English, a huge number of respondents (1406, 93.74%) conveyed their strong agreement, whereas only 92 (6.13%) of them expressed their agreement and the remaining only 2 (0.13%) of the participants could not decide.

As indicated in Table 3 above, only 39 (2.6%) of the participants responded that they strongly agree that their universities ICT centers workers' are not cooperative to help them in using ICTs in English; 139 (9.27%) of them said that they agree with this idea, whereas the remaining huge number of respondents (1322, 88.13%) said that they disagree with this idea. Moreover, only 89 (5.93%), 93 (6.2%) and 131 (8.73%) of the participants responded 'strongly agree', 'agree' and 'undecided' respectively to the twelfth item which states that their university ICT centers workers are ineffective to effectively serve them in using ICTs in English; the remaining vast majority of the participants, 1187 (79.14%), disagree with this idea. Lastly, the students were also asked whether or not their university ICT centers are not conducive (in terms of noise, temperature, seats, cleanness, etc.) for using ICTs in English; accordingly, only 47 (3.13%) of them strongly agree; 166 (11.06%) and 99 (6.7%) of them responded 'agree' and 'undecided' respectively; the remaining majority of the respondents, 1188 (79.2%), disagree with this idea.

As witnessed by the vast majority of the students, it can be concluded that the factors that are affecting university students' use of ICTs in English include lack of ICT tools, internet access, adequate ICT centers, fast internet connection and quality ICT tools, inaccessibility of ICT tools, and students' being not good at English language, lack of experience in using ICTs in English and being not encouraged by their instructors to use ICTs in English. Nomass (2013), Adesoji (2012), Khan et al. (2012) and Yunus et al. (2009) came up with findings that are consistent with the finding of the present study.

The results of the interview conducted on the above three themes – students' use of ICTs in English, their knowledge that one's use of ICTs in English improves his/her English language skills and challenges they face not to use ICTs in English – comply with the results of the questionnaire discussed above. They, however, said that the use of ICTs in English assists the learning process of a student with different learning style, favors his/her use of English language in real situations and makes him/her get English language learning more enjoyable but when they were asked how it does so, they could not explain that. It can be said that the vast majority of the students do not use ICTs in English because they do not know that one's use of ICTs in English improves his/her English language skills and due to the challenges they face. Lastly, the interviewees unanimously stressed that in order to improve their knowledge that their use of ICTs in English improves their English language ability and thus help them use that regularly, concerned bodies should work on the challenges faced. They added that their instructors need to inspire them to regularly use ICTs in English and have to give them assignments/projects which need ICTs use.

TABLE 4
RESULTS OF ONE-WAY ANOVA FOR STUDENTS' USE OF ICTS IN ENGLISH

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	81.764	2	40.882	.199	.820
Within Groups	88223.236	429	205.649		
Total	88305.000	431			

The above table depicts the results of One-Way ANOVA conducted to examine if there is a significant difference among English language, information technology and other departments/programs students' use of ICTs in English. Accordingly, it is depicted that the sum of squares of the Between Groups is 81.764, whereas the sum of squares of the Within Groups is 88223.236. The df of the former group is 2 and the df of the latter group is 429. The mean square of the Between Groups is 40.882; the mean square of the Within Groups is 205.649. The f value is 0.199 and the p value is 0.820. The results indicate that there is no significant difference among the English language, information technology and other departments/programs students' use of ICTs in English (df = 2, 429; f value < table value; p value > 0.05); thus, the alternative hypothesis should be rejected and the null hypothesis should be accepted.

TABLE 5
RESULTS OF ONE-WAY ANOVA FOR STUDENTS' KNOWLEDGE THAT ONE'S USE OF ICTS IN ENGLISH IMPROVES HIS/HER ENGLISH LANGUAGE SKILLS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	109.019	2	54.509	.258	.773
Within Groups	90623.590	429	211.244		
Total	90732.609	431			

Table 5 above shows the results of One-Way ANOVA computed to see if there is significant difference among English language, information technology and other departments/programs students' knowledge that one's use of ICTs in English improves his/her English language skills. To begin with, the sum of squares of the Between Groups and the Within Groups is 109.019 and 90623.590 respectively, and the df of the former group is 2 and that of the latter group is

429. The table also shows that the mean squares are 54.509 and 211.244 for the Between Groups and for the Within Groups respectively. The f value is .258 which is less than table value, and the p value is 0.773 which is greater than 0.05; the results witness that there is no significant difference among the English language, information technology and other departments/programs students' knowledge that one's use of ICTs in English improves his/his English language ability; hence, the alternative hypothesis should be rejected and the null hypothesis should be accepted.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the findings of this study, it is concluded that the vast majority of university students do not use information communication technologies (ICTs) in English. Moreover, they do not know that one's use of it improves his/her English language skills. Furthermore, there is no significant difference among English language, information technology and other departments/programs students' use of ICTs in English and their knowledge that one's use of it in English improves his/her English language ability. The challenges that the students face not to use ICTs in English include lack of ICT tools, internet access, adequate ICT centers, fast internet connection and quality ICT tools, inaccessibility of ICT tools, students' being not good at English language, lack of experience in using ICTs in English and being not encouraged by their instructors to use ICTs in English. Thus, the students hardly use ICTs in English because they do not know that using ICTs in English improves their English language ability and due to the aforementioned challenges they face.

B. Recommendations

The following recommendations have been made based on the findings of this study.
- Universities should give due attention for the betterment of information communication technology (ICT) infrastructure.
- ICT tools available in universities should be accessible to all students.
- University instructors should inspire students to regularly use ICTs in English and should give them assignments/projects which need ICTs use.
- University students should strive to improve their English language ability since it determines their use of ICTs in English and they should give attention to use it in English.
- Interested researchers may need to conduct studies on related topics by taking any felt limitations of this study especially in relation to its scope and design and methodology.

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