ABSTRACT

The turn of the century has witnessed a profound impact of technology on education and English Language Teaching (ELT) is not an exception. With the advent of Internet and its new means of communication facilitating collaboration between groups and individuals all over the world, the time has come to introduce this newness into the language learning courses and to prepare students for their prospective professional skills.

In this regard, the present study investigates the effectiveness of using technology in the reading and writing skills of the engineering students. The subjects of this research were 80 students of an engineering college both male and female with an average age of 18.67 years. The project was implemented on the basis of the experimental method with a pretest-posttest control group design. Forty students of the experimental group were made to perform their reading and writing activities using technology in the language lab throughout the semester.

There were three instruments of the research manipulated in order to obtain data as valid as possible. The first instrument was Computer Self Efficacy (CSE) scale. It was used to monitor the ability to use computers of the students of the experimental group. The second instrument was a standard IELTS reading and writing test to assess the proficiency level of the students at the beginning of the project as a pretest and at the end of the project as a posttest. Then the results of both the tests were compared in order to investigate the effectiveness of technological tools. Lastly, in order to collect data to determine student attitudes toward the use of technology in language laboratory, an interview with the users of TELL was conducted and the researcher got a questionnaire filled from them. There were 28 items in total on the survey instrument, all rating scale items focusing on degree of agreement in a Likert Scale format. Students were asked to strongly agree, agree, disagree or strongly disagree. These statements elicited information about students’ perceptions in three categories: a) attitude towards TELL, b) Perceptions Concerning Effect on Learning and on level of Interest, c) attitude towards TELL activities performed in the language lab.

The results of the study reveal that the achievement of reading and writing skills of the students in the experimental group significantly improved when compared with the pre-test. But when the results of the experimental group were compared to that of
the control group, it is found that there is a statistically significant improvement in writing skills and the achievement in reading skills is almost equal to the control group. The study also proposed a number of recommendations and suggestions for future research.

As a result, it must be concluded that the use of technological tools not only improves the proficiency level of the students but also instant feedback, interactivity of language exercises and use of multimedia motivate them to get engaged in the language learning activities.