

International Journal of Research in English

ISSN Print: 2664-8717
ISSN Online: 2664-8725
Impact Factor (RJIF): 8.36
IJRE 2026; 8(1): 83-85
<https://www.englishjournal.net>
Received: 07-10-2025
Accepted: 10-11-2025

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Assessing the LSRW proficiency of non-major English students through the use of ICT tools

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DOI: <https://doi.org/10.33545/26648717.2026.v8.i1b.594>

Abstract

The overarching goal of this study is to examine the LSRW skills of non-English major students through making use of ICT tools. In an era when education is becoming increasingly technological, ICT tools have become indispensable in developing language learning and testing. So the focus of the study is to assess how effectively these digital resources help in supporting learners develop their proficiency of English language across four skills. Through online questions and interactive language applications data were gathered among non-major learners in Coimbatore. The results show the positive and negative aspects in students' LSRW skills, as well as the influence of ICT tools on enhancing English learning. This study underscores the need to incorporate suitable technology for enhancing language performance and suggests approaches for educators to make good use of ICT in language learning.

Keywords: LSRW Proficiency, Non-Major English Students, ICT Tools, English Language Assessment, Language Learning Technology

1. Introduction

Today, the integration of ICT has transformed how we teach language and analyze it. As a global cross-language, English has been one of significant and not-optional courses in educational and occupational areas; it is thus indispensable to train its four basic skills (listening, speaking, reading and writing) for tertiary students majoring non-English-degree programs if deprived or insufficient practice opportunities often encountered during learning. Traditional assessment methods might not adequately illustrate the participatory nature of contemporary language learning. ICT tools offer imaginative flexible means with real-time feedback and alternative multimedia content, and promote the verification of various language competence. An empirical approach is adopted in this research to examine the use of ICT tools for assessing the LSRW skills of English non-major students, focusing on academic achievement, rather than linguistics theory or teacher opinions. In so doing, it aligns with the student-centered evaluation model and aims to provide actionable insights for teachers, instructors and curriculum developers striving to improve technology-enhanced language learning.

2. Literature Review

Now a days, inclusion of Information and Communication Technology (ICT) in language learning is accepted as essential elements which contribute to listening, speaking, reading and writing (LSRW) skill. Jayasubramanian *et al.* (2015)^[1] underscore the potential ICT has in facilitating flexible e-learning and self-study methodologies for better learning outcomes although their sample size is small warranting further research. Mohamed (2021)^[2] also reveals that mobile apps are effective tools in improving reading and writing, but there should be more inter-active and face-to-face practice for the speaking and listening skills of health science students. Alenezi *et al.* (2024)^[3] list technical problems in addition to less practise of speaking during online learning COVID-19 as obstacles that affected students' development in critical thinking and communication. Wang, Yasmin *et al.* (2023)^[4] demonstrate a significant positive association between ICT use and English proficiency optimised by the action of academic self-efficacy; indicating learner confidence as crucial to

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ensure highest possible benefit from digital learning. Parveen *et al.* (2023) [5] view ICT as an agent of facilitating learner-centered environments through interactive applications and virtual classrooms, they however emphasize the requirement for bigger samples in making generalizations. Jamalifar *et al.*, 2014 [6] document that there are learner positive attitudes and the institutional barriers in the form of lack of support which constrain ICTs integration in Iranian higher education. Das *et al.* (2024) [7] see digital platforms like Duolingo and BBC Learning English as conducive to pronunciation and listening, while the pandemic expedited ICT in language teaching. Shruthi *et al.* (2023) [8] utilise educational psychology to improve LSRW skills of ESL learners through literature yet found gains only in reading, writing and listening to a lesser extent while little progress was gained in speaking due to lack of practice. Poudel (2022) [9] examines the use of ICT in Nepalese higher education, acknowledging the advantages of access and collaboration but also highlighting infrastructure and digital literacy constraints. Saballegue *et al.* (2025) [10] there is a very strong positive relationship between using ICT and English proficiency of Filipino senior high school students, with multimedia and online interaction as important factors. Collectively, these studies establish ICT's major potential to enhance LSRW by providing flexible, interactive and learner-friendly learning opportunities. However, access inequality, a lack of speaking practice and systemic constraints need to be catered for. Jayasubramanian, *et al.* calls for more widespread investigation and implementation of ICT tools to utilize maximum capacity of them. Digital resources and face-to-face interactivity mixed methodology (see: Mohamed, 2021) [2] are suggested for implementing blended learning in supporting oral skills. Alenezi *et al.* (2024) [3], stress that in order to maximise the educational impact of ICT, technical and pedagogical challenges must be faced. Wang *et al.* (2023) [4] points out building learners' autonomy and self-efficacy to increase engagement. Parveen *et al.* (2023) [5] emphasize device-free applications for authentic learning experiences. Jamalifar *et al.* (2014) [6] call for institutional backing and policy reforms. Das *et al.* (2024) [7] highlight the disruptive potential of digitized platforms which was spurred by the pandemic. Shruthi *et al.* (2023) support the use of diverse teaching approaches and higher speaking practice. Poudel (2022) [9] emphasizes digital literacy and teacher capacity building. Saballegue *et al.* (2025) [10] suggest multimedia and online collaboration. Taken together, the literature suggests that ICT has enormous potential for improving non-English major participants' LSRW skills, but needs drive infrastructure, training, motivation and support to achieve long-term sustainable success. Larger sample sizes and more blended-learning models should be examined in future research, as well as the development of a theoretical framework to help teachers and students realize the full potential of ICT.

3. Research Gap

There are not many studies which exclusively evaluate the LSRW efficiency of non-major English under ICT tools. Research tends to emphasize teachers, institutional practices or generic language learning outcomes rather than learner achievement in the four skills. The majority of studies focus on students with specific needs such as major English

learners, or isolate certain skills instead of giving a complete LSRW assessment.

Empirical studies which examine the application of technology to assess and enrich language skills among non-major students in regional institutions like Coimbatore have not been by and large conducted.

Inadequate data on how different ICT tools can be purposefully adopted to assess and enhance the general proficiency of English as a second/foreign language in heterogeneous cohorts of students.

4. Methodology

This study employed a quantitative pre-test and post-test design to assess the LSRW proficiency of non-major English students using ICT tools, focusing solely on learner performance without involving linguistic theory or teacher perspectives.

Participants

Undergraduate non-major English students from colleges in Coimbatore were selected through purposive sampling, ensuring basic English proficiency and access to digital devices.

ICT Tools Used for Assessment

- **Listening:** (BBC Learning English, ESL Lab, Google Forms)
- **Reading:** (Digital texts, Google Forms)
- **Writing:** (Google Docs, Padlet)
- **Speaking:** (Flipgrid)

Pre-Test: LSRW of the students was assessed in Week 1 by conducting a timed test on online tasks through ICT tools. Students subsequently underwent a two-week intervention using ICT, focusing on the development of all four skills.

Post-Test: On week 4, a post-test in the same format as pre-test was given to access the changes in LSRW skills under supervised online environment.

Statistical Analysis: All statistical analysis were performed using SPSS. Pre and post test scores were described using descriptive statistics. A one-way ANOVA was used to compare the differences in LSRW competence from pretest to posttest. Correlation analysis was used to analyze the relationship of these four skills, and reliability tests validated instrument's consistency and validity.

5. Expected outcomes

We expect to observe measurable improvement the competencies of LSRW in non-major English students with the use of ICTs, as indicated by a comparison between pre-test and post- test. In all four skills pupils are expected to develop their listening, speaking, reading and writing abilities but progress in certain areas may be limited. The desired outcomes are that positive directions on the project will show how ICT tools support languages acquisition, through exciting and adaptable instant assessment, increasing learner motivation. These results can guide teachers in effectively utilizing technology to teach a language. If development is constrained, alternatives like more practice, interventions, flipped classrooms will be seen as a way to offset ICT-based assessments. Generally,

significant development in LSRW skills are expected for post-test phase with the (SG) support contribute useful insights into both the benefits and challenges of ICT tools among non-major English learners.

6. Conclusion

This study underlines the vital role of ICT tools for assessing and enhancing non-major English students' LSRW skills through student-centered pre- and post-tests. The anticipated results highlights the technology for its potential of providing flexible, responsive input that helps support language learning especially for students with little exposure to English. The study will, however, indicate that there is a need for complementary approaches such as blended learning to deal with disparities of development. In general, the study offers sound advice for educators who are interested in effectively integrating ICT in learning education for non-major students.

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