

Assessing the Use of ICT in Teaching and Learning a Foreign Language in Rwandan Schools: An Example of English in Selected Secondary Schools of Rusizi District

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ABSTRACT

Information Communication and Technology (ICT) is viewed as a tool to make life easier by affecting every aspect of human life. In the field of education, teaching and learning of a foreign language has also been greatly affected. This study was guided by the following specific objectives: to identify the contribution of ICT in the teaching and learning of a foreign language in selected secondary schools in Rusizi District-Rwanda, to analyse the disadvantages of the misuse of ICT in the teaching and learning of a foreign language and to determine how ICT can be used in the teaching and learning of a foreign language. Data was collected using literature review, observation, interview, and questionnaire. Data from literature review, observation and interview were analyzed and presented in a descriptive manner while data from questionnaire were analyzed and presented in graphs and percentages. The sample were 9 English teachers, 10 parents and 47 students of senior five LKK (Literature in English-Kiswahili and Kinyarwanda) combination from 4 selected schools in Rusizi District. This sample was obtained using the purposive sampling method. The study was guided by Connectivism Learning Theory. The results showed that ICT is an effective tool in teaching vocabulary, grammar, and the four language skills of a foreign language. However, teachers use ICT while teaching writing on 30% and reading on 29% while vocabulary took 22% and speaking 10%. Additionally, teachers and students often use YouTube 80% and seem to ignore other tools such as Meeting Conference Apps. This research has also revealed that if ICT is not used properly, it may harm the teaching and learning process. Therefore, we discussed how ICT should be used in the teaching and learning of a foreign language in Rwanda.

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Competency-based Curriculum; Foreign language; ICT; Second language; Teaching and learning.

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1. Introduction

Teaching and learning a foreign language made progress and was constantly developed several past decades (Dubiner, 2018; Alqahtani, 2019). These developments often resulted from the emergence of various methods of teaching and learning a foreign language. Each method is state-of-the-art and adequately addresses the resolution of specific issues of teaching and learning a foreign language. But on the other hand, every method has limitations and problems that open the door for new methods to emerge (Ugwu, 2015). This situation shows us that there is no method that is sufficient for all contexts of teaching and learning a foreign language (Richard & Rodgers, 2014).

In modern times, all methods teaching a foreign language are greatly supported by ICT in its every aspect. The curriculum which is based on the ability of the student, requires teachers and students to use technological tools such as audio tapes, television, radio, computers, electronic dictionaries, e-mail, digital games, internet, telephone, online conferencing web, electronic library and so on.

Ahmadi et al. (2018) found that electronic language teaching programs increase positive collaboration between students and teachers and stimulate language learning in general. These tools have the importance of enabling the student or teachers to revisit difficult topics repeatedly until they fully understand and master them (Mofareh, 2019). Due to technological tools, students and teachers can collaborate without time limits as they can continue lessons even after normal class at any time. Another importance is that they help to bring students from different communities together,

thus facilitating compatibility between different communities. The second is to create collaborative learning, discovery, and production of knowledge. Third, it helps students improve their vocabulary and enables them to know the meaning of the words in the texts they read (Yunus, et al, 2013). This can happen when students read certain articles online when they look up the meanings of words in online dictionaries.

The study of integrating ICT in teaching and learning, in general, is one of the most discussed issues in the field of education. Yunus et al (2013) explains that many researchers and teachers believe that, when ICT is used properly, has a great chance to improve teaching and learning as well as create job opportunities as the main goal of the curriculum of the twenty-first century. On the other hand, it's misuse can cause several losses in teaching and learning. The disadvantages are such as; to become difficult to teachers or fail to manage the class. Yunus et al (2013) and Mobi (2015) explain that students engage in things that are not aimed at the achievement of the learning objectives (such as watching movies and songs or other videos that are not related to the lesson), it can take up valuable learning time, it can be overused, and it can also turn the educational experience into games for students. This study investigates the potential losses caused by the misuse of ICT in the teaching and learning a foreign language in Rwanda.

The use of technological tools in the teaching and learning of a foreign language in Rwanda is also given priority due to the use of the competency-based. The government of Rwanda introduced two important policies which include the policy of ICT and language development, and the focused languages were English, Kiswahili, and French in 1998 (Mukama, 2009). In 2015, the Rwandan curriculum introduced the ICT component as one of the core competencies expected to be developed among the students in each subject (REB, 2015). With that, Uwizeyimana (2018) explains that the use of technological tools, especially mobile phones, is very helpful in the development of all language skills (speaking, writing, listening, and reading skills) in Rwanda.

The expectations of the Rwandan curriculum regarding the use of ICT in education have not been met. This is due to the fact that it has been neglected and not used properly in teaching and learning. According to Mugiraneza (2021), there is a great deficiency on the part of teachers not understanding and neglecting ICT in the teaching and learning process.

Research shows that there are several challenges in the use of ICT in the context of Rwandan education. The identified challenges are fear of using technology for some teachers and students; lack of necessary skills in the use of technology, lack of adequate technological equipment due to the large number of teachers and the size of classes; limited internet access; and a limited amount of experience using technology in teaching and learning activities (Mugiraneza, 2021). But also, a large number of teachers do not know the opportunities available in the use ICT for their professional development. Another challenge is that many schools do not have electricity or internet. However, those that were given computers do not use them properly while teaching and learning.

Understanding and information about the impact of using ICT as a tool in language teaching is very important for participants and stakeholders of education in Rwanda. This study contributes to the development of education, especially the teaching and learning of a foreign and a second language by examining the effects of ICT in the teaching English language. This study identified the importance of ICT in the process of language teaching and learning, especially in a foreign language. In addition, it examined the way in which ICT can be used properly to achieve the strengthening of target language skills among language students in Rwanda, especially English language. In addition, it examined the effects of misuse of ICT among students and teachers of English language.

1.1. Research Theory

The Theory of Connection is the one that guided our research by achieving all the stages of the research, including the analysis and interpretation of the data. This theory aims to filter the collective ideas of people in order to learn and implement what is important. This theory believes that technology is a central part of the learning process and that constant interaction between different learners gives them the opportunity to make choices about their learning. Therefore, Connection Theory is very related to this research because of its foundations that emphasize the use of Information and Communication Technology. The relationship between these foundations is mainly due to the fact that they all emphasize the sharing, distribution and provision of information, skills, and knowledge for successful language teaching and learning. Another thing is that they all advise the teacher and the student to reflect, review and filter external and online ideas before using them or making sure they are important.

2. Methodology

Field data were collected using text analysis method, observation, interview, and questionnaire. The sample was 9 Kiswahili teachers and 47 students from 4 selected schools of Rusizi District in senior five, LKK combination. The selected schools were chosen because they have Kiswahili as the major subject in the combination. The schools are three-day schools and one boarding school. The three-day schools are Muganza Secondary School, Murehe Secondary School, and Mashsha Secondary School. The boarding school is College de Nkanka. The above schools were chosen due to the fact that they have combinations which deal with many languages and their teachers and students have enough experience in teaching and learning foreign language including Kiswahili.

Furthermore, Muganza Secondary School and Murehe Secondary School were chosen because most of their students come from near the border of the Democratic Republic of Congo and Rwanda. Therefore, they were chosen to investigate whether there are any kind of ICT or language influences for being neighbours with the DRC. College de Nkanka was chosen because most of its students come from towns and have more opportunities and longer time to learn and use ICT than rural students. Mashsha Secondary School was also chosen because it is a rural school and therefore this situation may affect them in the use of ICT and foreign language learning. The selected samples vary situationally and geographically and these differences make even their students to differ in behaviour and lifestyle. The study used codes to differentiate participants instead of their names.

In data analysis we used codes to differentiate our research respondents. We used I to represent the student in general, and A to represent the teacher in general. Therefore, 1I represents the student from the first school and 1A represents the teacher from the first school as well. 2I represents the student from the second school, and 2A represents the teacher for the second school as well. The first parent is also represented by the alphabet A, the second parent is B, the third is C and the fourth parent is D.

3. Result and Discussion

3.1. The Contribution of ICT in Teaching and Learning English Grammar

The results of our research showed that the use of ICT in teaching and learning grammar has many benefits. Teacher 2a explained the contribution of ICT in the teaching of English grammar to students whose mother tongue is Kinyarwanda. He said:

Data 1

ICT helps us to show better pronunciation of words that bother students. This situation helps us build trust between us on the content we teach our students. We support native speakers of the English language and students get to listen to the correct pronunciation on certain matters.

From the thoughts of teacher 2a, it seems that technological devices help teachers to support students and native speakers of English in transmitting the correct language. Students like to be sure about what they are learning. Therefore, with ICT it is easy to receive opinions and examples from different worlds through ICT so that they can be sure about relevant matters, especially grammar. Here, many teachers explained that students often have a desire to listen to the pronunciation of English native people about vocabulary and English language in general. Teachers use YouTube, and Google apps to engage them in standard English pronunciation. This situation helps teachers to be honest in front of their students regarding the things they teach them. Our testimony also showed that due to the use of ICT, students can be taught by teachers who come from places where English is more used. On the other side, it can help teachers to teach about English dialects by relying on pronunciation examples of each dialect.

3.2. Contribution of ICT in Teaching and Learning English Vocabulary

The results show that many students put more effort into vocabulary learning. However, they struggle with using ICT in learning it. The student I3 said:

Data 2

ICT can help me learn vocabulary a lot. I know that phones and computers have dictionaries. In addition, a person with internet can do a translation or search for a word and its meaning on the internet. You tube also has many videos that help people to know a lot of vocabulary. Unfortunately, most of us do not know how to use phones and computers to learn new

vocabulary, find the meaning of a word or use a mobile dictionary. This is because we don't learn it at school, but only to deal with ourselves. Additionally, we cannot afford to buy those tools.

It is obvious that students understand the role of ICT in vocabulary learning. In addition, they know the important things to process in order to know the vocabulary but their teachers do not teach them the basic things in using ICT during vocabulary learning.

The Observational data shows that students often ask teachers to use the projector to share vocabulary from different sources so that they learn more vocabulary. However, English teachers and students do not use ICT properly in teaching and learning vocabulary. During the lesson, the researcher noticed that many teachers have electronic dictionaries in their phones and they use them when exploring the meaning of specific vocabulary. However, they do not like to emphasize or use tools that involve and engage their students in finding a meaning of such vocabulary.

3.3. The Use of ICT in the Teaching and Learning of Reading and Writing Skills

Today's digital age requires more literacy (Hennessy et al., 2016). When we rely on the ideas of these experts, it is better to investigate the contribution of ICT as we think it may contribute in one way or another to the development of writing skills, especially English, among Rwandan students. There are different types of literacy that lead people to use ICT. These include computer literacy and other digital resources, the desire for literacy, the knowledge a person has about the internet, libraries, information, and technology, and reading and writing to speak and see well (Hennessy et al., 2016; Hussain, 2018).

The extract below is from student 4i when he explained the contribution of ICT in his learning of reading and writing skills. He said:

Data 3

ICT even helps us to ask for urgent information about English spelling through electronic tools such as WhatsApp, SMS, or email. For example, I have a brother who lives in Tanzania. We often discuss things in English through WhatsApp. I ask him the correct way to write some words. In addition, my father lends me a smartphone so that I can use YouTube. This helps me to analyse the text and some speeches through the video. This situation helps me a lot in developing my ability to write and read English.

The above student extract confirms that they understand the importance and contribution of ICT in the development of literacy. Students know some important resources such as YouTube and WhatsApp that can contribute a lot to language teaching and learning, especially the development of reading and writing skills.

3.4. ICT in Teaching and Learning English Speaking Skills

The goal of teaching speaking skills is to improve student's communication skills to help them express themselves and learn how to follow and implement appropriate social and cultural norms in different communication situations. The use of ICT in language teaching creates a good context for reforming and examining language teaching models in modern times (Idayani & Sailun, 2021). Therefore, teachers who use ICT in teaching English in Rwanda can discover that their role is not to provide knowledge to students but to be guided in the learning process. This is because ICT can provide all the knowledge a student needs. However, it is not easy to identify, filter, and review it by themselves without the help of a teacher.

In addition, Idayani and Sailun (2021) explain the contribution of ICT in language teaching and learning. They focused on speaking and reading skills by saying that it makes students participate more and increase the effectiveness of learning. Therefore, there are many advantages of ICT in the teaching of English language in the context of Rwanda. First, it can give students the motivation to acquire and use English language. Second, it can help the students reflect on what they have learned and how they have learned it. ICT can increase students' confidence and motivation by making schoolwork more enjoyable. At the same time, it can also increase teachers' understanding of the positive effects of ICT, motivate students, and improve their performance in conversation.

The ideas of Idayani and Sailun (2021) confirm the contribution of ICT in language teaching and learning, emphasizing its performance and oral use. This situation orients us directly to the Rwandan environment where a competency-based curriculum emphasizes language performance in the student's daily life. Therefore, we have been

informed that ICT can contribute greatly to the achievement of speaking English as the main objective of teaching and learning it in the context of Rwanda.

3.5. The Contribution of ICT in the Teaching and Learning of Listening Skills

The observation data of our research showed us that some teachers and students have not yet realized the contribution and importance of ICT in the teaching of listening skills. This is because when they were in the classroom, most teachers had a computer with a projector while teaching speaking skills.

The condition of the students liking to listen to English videos without speaking it, made us question the teachers about the contribution of ICT in the teaching and learning English listening skills. Teacher 7a said:

Data 4

When I use English videos, I often set speaking tasks with marks to encourage students to speak. I can give them a video with a certain message and ask them to summarize it by sharing it orally with the class. However, this seems like a waste of time because when I ask them to summarize what they listened to they neither speak nor write anything down.

The extract of teacher 7a sheds light on the problem in the use of ICT during the teaching of Kiswahili in selected schools. Teachers do not know how to use it effectively and do not have methods that can help them achieve teaching and learning based on the use of ICT. This is due to their argument that they have given up on their students but the students are innocent. This is because even the teachers are not aware of using ICT properly while teaching listening skills. In addition, a teacher should know different techniques and methods of teaching and exchange them accordingly.

The data from the questionnaire showed that while teaching English with ICT tools, many teachers put more effort into developing writing and reading skills rather than other language skills. The following graphic shows how ICT is used to teach English components and four language skills.

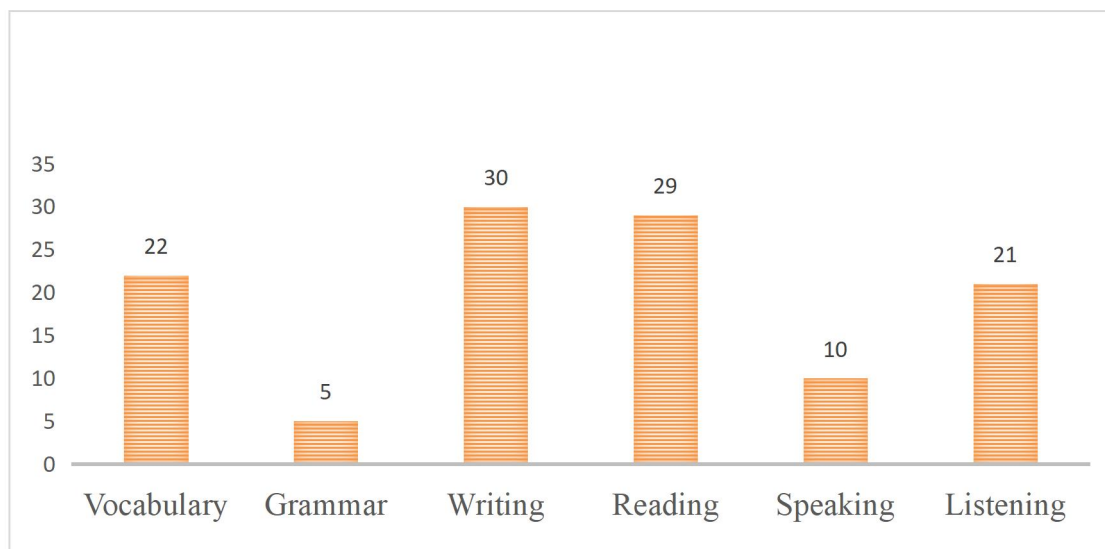


Figure 1. Levels of Using ICT in developing different English Components and skills in Rusizi District

Source: Primary data from selected schools in Rusizi District (2021)

The results show that using ICT in teaching vocabulary takes 22%, grammar 5%, writing skills 30%, reading 29% speaking 10% and listening 21%. Therefore, mostly teachers use ICT in teaching writing and reading skills rather than other skills. However, the four language skills are so interrelated that they should not be separated during language teaching. These skills should be taught together at the same time. Referring to the above graphic it is clear that using ICT in teaching and developing vocabulary and speaking skills is on lower levels while are the pillars of communication and language production. They should be more emphasized. Therefore, teachers still have weaknesses in creating opportunities through ICT for students to learn vocabulary and speaking skills even after the normal class for more communication.

3.6. Disadvantages of Misuse of ICT in Teaching and Learning English Language

a. Disadvantages of Misuse of ICT in Teaching and Learning to Write

Spitzer (2014) explains that in today's era handwriting has been corrupted for typing on computers and phones. Carr (2011) observes that ICT caused the migration from paper to the screen but this situation should not change how we deal with the quality of our writing. For him, the advancement in the use of ICT has affected our handwriting to the point where it has become ugly and lacks attractiveness due to neglect. With this, we cannot recommend the use of ICT only and forget the legalization of our handwriting. This is due to the fact that although ICT was given great status, it did not remove the use of the hand pen.

During the interview, the opinions of the respondents confirmed several effects resulting from the misuse of technology. Below we have the comments of teacher 4i saying:

Data 5

Our students practice writing English very little. Even the words written by the teacher do not write them well. They are lazy to write they just want to use only the notices provided by the teacher to make photocopies without using a pen. This is caused by a fear of writing with a pen. In addition, today's students have very bad handwriting that is illegible due to not practicing writing with pen and paper.

The above extract shows that the use of ICT can make students lazy. This is because they like to write through computers and phones and then print and save non-pen writing. Also, they like to check standard English spellings on the internet or in printed dictionaries, that is, they do not want to practice those spellings by hand and pen. This situation makes them ignore many words in English because they are not familiar with them. Writing on paper or notebooks and pens has a great role to train students to develop words well and correct their writing. Therefore, it is a way of practicing writing skills. In the interview, we also discussed with the students about this issue. The following is the comment of student 30i. He said:

Data 6

ICT made things easier. We do not have to do hard work when all things related to writing are made easier through computers, phones, and typing. Therefore, the teacher can share with us the papers with printed notices. Learning to write letters and consonants at a secondary level can embarrass us. If other people see the practice of writing Kiswahili syllables and consonants when we find them on YouTube and Google, they may laugh at us and see us as idiots who do not know ICT.

Student extract 30i reveals the inefficiency caused by the use of IT among students. They do not want to write in notebooks to believe the printed note(s). Even when they are given writing assignments, they often use computers or phones and type them. This situation prevents them from having a relationship with the content of the work as computer typing does not give them time to reflect and build a relationship between themselves and the text, better spelling, or content. Therefore, there are consequences if English teachers and students fail to control the use of ICT properly, notably:

First, if the teachers give them the important typed things and allow them to collect the written assignments on the computer or phone all the time the students will not know the vocabulary or write English words properly and their handwriting will be bad. Second, if English teachers believe in teaching the English alphabets through the internet, students will be influenced by other factors and not pay attention to the content.

It is better for students to use ICT equipment but do not forget to practice writing with their hands using a pen in order to build a relationship between themselves and the text. English teachers should also use methods that make students focus on writing skills. These methods include encouraging them to use computers and phones without forgetting the use of pens and chalk, teaching them the best spelling of each syllable and consonants in English, warning them to examine the vocabulary in the dictionary after trying to remember it by practicing it mentally and in writing.

b. Disadvantages of Misuse of ICT in Learning to Read English

Based on the research conducted by Yunus, et.al (2013) in Malaysia on the use of ICT in teaching English reading skills, teachers explain that when they bring students to the computer lab, it is more difficult to control them.

Sometimes they are tempted to see websites that are not related to the subject. When students have a computer in front of them, they visit other websites without doing the tasks given by the teachers.

From the results of the research of the above researchers, it is obvious that students do not have the ability to resist and control other things that interest them on the internet. Therefore, the teacher can assume that his students are in a state of reading the works he has given them while they have visited and enjoyed other things not related to the reading as expected. Sometimes, the teacher may ask a particular student to read and he/she reads as requested. But while reading, his mind is always thinking about other information he was dealing with or expects to deal with on the internet.

Based on the interview data related to the effects of bad use of ICT in the teaching and learning of English for the interviewed student, student 40i shared his opinion. He said:

Data 7

It is a fact that on the internet there are many interesting things and information and they often appear without us request for them. When you click on them, they attract you and make you not follow the teacher. A student who wants to follow and fulfil a task must decide him/herself not to enter into all kinds of information that the teacher does not tell to enter. Many times, we learn to read English by reading different articles and texts but we do not read them well due to lack of time. Because our time ends up playing online games, Facebook charts, and so on.

From the above extract, we see that we cannot trust our students in the use of ICT during the lesson. Therefore, the teacher should have appropriate ways to teach reading skills using technology. For example; the teacher can turn off all other computers and use one that shares information with the whole class and is controlled by the teacher himself. In addition, the students may be allowed to switch on theirs when a teacher is sure to manage and control them. This situation will make the students follow the teacher's instructions without being affected by other unimportant activities.

3.7. Effects of Misuse of ICT in Learning to Speak a Foreign Language

Several experts including (Kavitharaj, 2017; Uwizeyimana, 2018; Naciri, 2019) agree that ICT contributes significantly to the development of speaking skills. In addition, the results of our research show us that when ICT is misused, it causes losses and harm in the development of speaking skills. This situation is confirmed by the thoughts of the students during the interview. The following is one of the students' comments. 11i student said:

Data 8

We are often faced with the challenges of speaking the standard English language due to the complexity caused by the use of ICT. We use YouTube a lot but we come across expressions in English that confuse us. We hear many pronunciations that are different from what we are used to in class. This situation makes us not believe what we learn in class.

The extract above shows us that students are troubled by the pronunciation and spelling they find on the internet, which is often different from what they learn in class. This situation is due to the fact that the internet receives everything, especially the different dialects of English. In addition, artists have the freedom to violate rules and grammatical rules in their literary works. Therefore, students may be affected by non-standard English due to the use of the Internet and this can make them lack confidence in speaking English when corrected.

3.8. Disadvantages of Misuse of ICT in Learning Listening Skills

The results from our research interviews revealed that students hear some English sounds from different dialects or due to the freedom of the composers and believe them to be correct. This situation can make them distrust their teacher because of the mistake of believing those who are born in English. This debate also involved English teachers so that they could give their opinion on this issue. Teacher 44a said:

Data 9

The current challenge from ICT is that our students believe more in the language used by artists of the English language that they follow. It is known that an artist can use grammar as he wants, he can make adaptations by translating some words from other languages, he can also shorten or prolong a word, and so on. Therefore, the students take the language of these

artists as the standard due to their popularity and the argument that they are native to the English language.

From the above extract, it is obvious that teachers are facing challenges that raise the loss of distrust by their students due to the misuse of the internet by students. This situation is caused by the trust in online language more than the one they learn in the classroom. Many students do not realize that an artist or a composer has the freedom to not follow the rules of standard grammar of the language he is using in his art. Thus, he can use the language the way he wants regardless of its art. For example, in many types of poems, poets do not use normal grammar and vocabulary. In addition, students fail to understand that the English language has many dialects that can all be found online. Thus, they may come across pronunciations or spellings not taught in class and believe them as standard English. In addition, many translation programs often do not use the correct structure to create sentences, perhaps they do not have the correct English terms.

The analysis of questionnaire data showed that ICT makes students lack focus at a high level while learning a foreign language. The following chart shows the different disadvantages of misuse of ICT while teaching English in Rwanda.

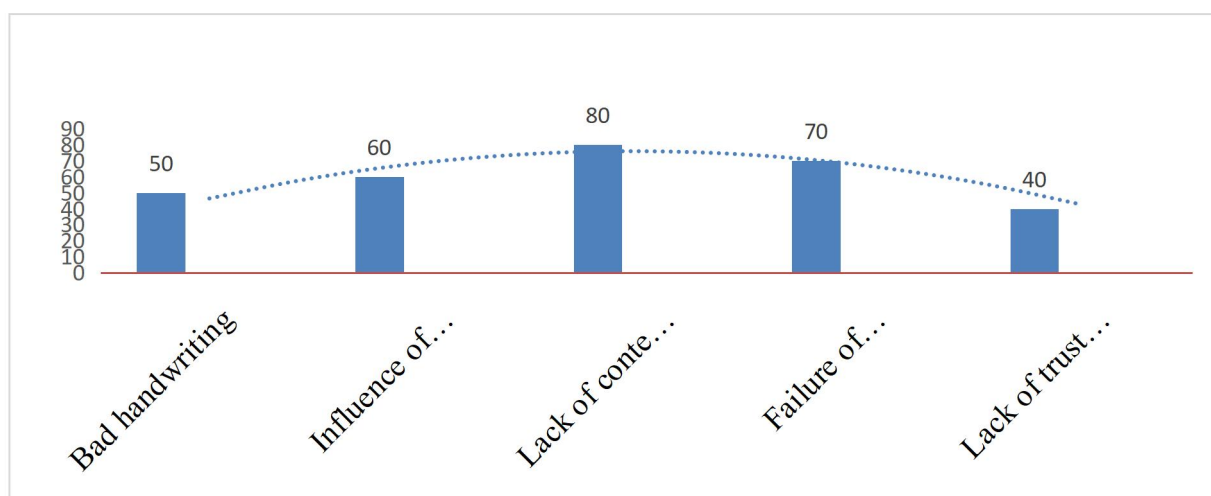


Figure 2. Some disadvantages of misuse of ICT in teaching a foreign language

Source: Primary data from selected schools in Rusizi District (2021)

The results, figure 2 show that there are many disadvantages caused by the misuse of ICT while teaching and learning a foreign language, a lack of focus among the students while teaching and learning is exceeding others with 80%. Failure of mastering a content follows with 70%, influence of outside cultures with 60%, bad handwriting with 50% and the last is the lack of trust between teachers and students with 40%. Each consequence has more than 40% which is a high percentage. This shows the danger of lack of management and control the students while learning. This task should not be for the teachers only but also the students themselves because the production is made by the owner.

During the interview, parents confirmed that using the phone for a long time or in an inappropriate way damages the student in various ways. Due to parent C;

Data 10

I do not forbid my child to use the phone, but I forbid him to use it for things unrelated to his studies. I often observe how he uses it with the people he interacts with. Otherwise, she can learn bad behaviours like prostitution, smoking and drinking drugs. Moreover, I hear that people are sold through ICT often by being lied that they are going to be given a job.

From the above quote we got more information that some parents are careful for their children. We have to appreciate the parent C the way he manages the use of phone to her child. It is known that the children are easy to be manipulated especially through ICT. Therefore, the responsibility of controlling and being in charge of the students and children in general is for everyone. In addition, the teachers and parents have more part for this responsibility.

3.9. How to Use ICT in Teaching and Learning English in Rwanda

Textbooks are no longer enough teachers need to revise them and bring additional resources. This can be achieved by modifying the content (creating visual images, changing dialogue), simplifying the content, reviewing the content (creating games, tests, slideshows), and supplementing the content with online games, songs, videos, and so on (Van et al., 2021). Language teachers have a big task to change the teaching and learning that emphasized the use of textbooks to the teaching and learning that emphasizes the use of ICT. because people are learning languages more online than face to face. Therefore, it is better to implement and improve appropriate strategies in second language teaching so that the field of education, especially language education, continues to last.

Chepkemoi and Wanyonyi (2017) explains that in Kenya, the use of drama and games through ICT while teaching Kiswahili has improved the performance of Kiswahili across the country. Kenya is a neighboring country to Rwanda and all these countries are in the East African Community. Kenya and Rwanda share many educational and environmental systems. Therefore, it is obvious that ICT can also contribute to teaching, spreading, and improving the teaching of English even in Rwanda. Therefore, we discussed the different ways and techniques of using ICT in teaching and developing English skills in Rwandan environment.

3.10. How to Use Google Translate in the Teaching and Learning of English in Rwanda

Google is a site on the internet that is used to find pages and information using a program called a "search engine". Google offers some types of webs 2.0 programs such as, Google Translate, YouTube, Wikis, DropBox, Blogs, Evernote, SkyDrive and Google Apps for education and communication (Shahzad et al., 20018; Miller, 2011). This means that teachers and students can use web 2.0 for teaching and learning English. Several web 2.0 programs have been developed for open use. These basic programs of the web are useful and interactive in teaching and learning. In addition, all these programs are exciting and easy to use by students as well as their teachers (Amin, 2020).

Google Translate is one of the most useful and easy-to-use Google programs for language learning. Students can use this program to increase their vocabulary, learn to write and read. Google Translate also focuses on how to listen to translated content. Thus, it is obvious that this program can help English teachers and students a lot in the classroom and even outside the classroom. During the interview, teacher 9a explained to us how she uses Google Translate while teaching English. She said:

Data 11

Google Translate helps me a lot when I want to translate Kinyarwanda or English words or information into English. This program gives me direction even though it can often mislead a person, especially in the structure of English sentences which is not related to that of Kinyarwanda or English.

From the explanation of teacher 9a, it seems that he uses the Google Translate program. As she said, this program requires certain knowledge about both used languages because it sometimes gives incorrect results mostly due to the different forms of the used languages. Therefore, it requires a user to make some additional corrections.

Using this program, you open Google engine, type Google Translate and it comes up. You have a list of many languages; you choose the languages that you want to use. The original written language is on the first side and the resulting language (translation) is on the second side.

3.11. How to Use YouTube in Learning English as a Foreign Language

A study conducted by Uwizeyimana (2018) confirmed that a large number of Rwandans have mobile phones. Therefore, there is a greater possibility of learning a language with the help of a phone than with other materials.

The results from the observation showed that many English teachers use YouTube during teaching. We noticed that in 4 schools the teachers were teaching using videos that were downloaded on YouTube. The students also seemed to get used to and interested in the videos. However, teachers do not direct students to use links and websites for more research in learning standard English grammar. For example, websites that teach languages, are often on the YouTube platform. Even some radio and television shows and upload their videos on YouTube because it is where they can be reached by many people. Therefore, it is better for the teacher to guide the students on how to use YouTube and access more information related to the relevant content.

3.12. Electronic Dictionary in English Teaching and Learning

An electronic dictionary is a dictionary whose data is in digital form and can be accessed through a number of different media. Electronic dictionaries can be found in several forms, including software installed on a laptop or desktop computer, mobile applications, or web applications. Teachers and students can use electronic dictionaries through the Internet or by installing them in their phones and computers where they can use them without the internet. Electronic dictionaries are also used as Google Translate. The students of our study explained to us how they use these dictionaries.

The students told us that they are not able to use electronic dictionaries. The following is a quote from the student 30i. She said:

Data 12

Many students have electronic dictionaries on their phones or with their parents. I do not have my phone but I put a dictionary on my mother's phone because she does not use it much. When I am at home and bothered by the meaning of an English word, I check it in two languages because I have an English-Kiswahili dictionary and English-Kinyarwanda dictionary. These dictionaries help me a lot because I know more words in Kinyarwanda and Kiswahili than in English. So, I write a Kinyarwanda or Kiswahili word and I get its English. Many students do not know of downloading, putting the dictionary in the phone, and using it as a mobile dictionary.

The description of student 30i explains that although he knows how to use an electronic dictionary, many students do not know how to use it. This dictionary is a basic program in language learning, especially vocabulary, easy to use and free. observation also noted that all English teachers have English-Kiswahili and English-Kinyarwanda dictionaries on their phones. This situation shows us that at least students have a good mindset about the role of ICT in language teaching and learning as their main subjects. The problem is that teachers do not emphasize or direct students to use the electronic dictionary so that they are able to use it even after class.

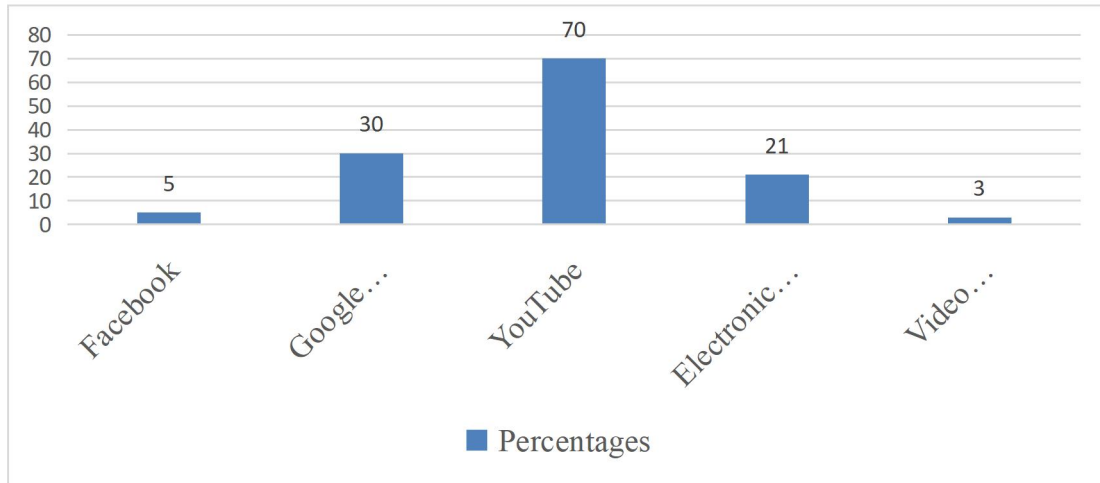


Figure 3. The Use of ICT tools in Teaching English Language in Rusizi Selected Schools

Source: Primary data from selected schools in Rusizi district (2021)

The above graph shows the types ICT tools and the level of using them by the teachers and students during teaching and learning English at selected schools. It is clear that You Tube is more used than any other tool. The use of video conference apps and electronic dictionaries are used at lowest levels as video conference apps occupies 3% and electronic dictionaries 21%. Therefore, we suggest that teachers improve the spirit, skills, and opportunity of using video conference apps like Zoom Meeting, Google Meet, Microsoft Teams, and others to improve the students' ICT skills and learning English at the same time. The use of electronic dictionaries should be improved too especially among the teachers as they are allowed to use phones at school.

YouTube is more used because, on the part of respondents, this tool helps them meet native English teachers. This means that it is easy to be taught by competent teachers in the target language. The respondents told us that

YouTube is suitable for teaching grammar, vocabulary, and all language skills. Therefore, it became popular due to its popularity of getting all the information one needs. On the other hand, the use of video conferences apps is still at a very low level, although it is very important. Its importance comes from its popularity in various activities of life where even exams for many jobs are done through these apps.

Due to globalization, people are holding meetings on their activities such as business, marketing, selling, buying and others to share trustfulness among the people who are in concern despite the distance between them. Therefore, it is better to practice it before especially, during language learning where a teacher can organize a conversation between native speakers and students via online conference.

4. Conclusion

This study was conducted to investigate the factors that affected the improvement of students' speaking skills, primarily because group discussions are one of the teaching strategies used in the classroom that give students the opportunity to engage in active speaking. Seven factors were found to have an impact on students' group speaking skills based on the study's final findings: cohesiveness; indicating that students feel united during the discussion process, conformity; relating to accepting other people's opinions during the discussion, roles; students have quantity of times during the discussion, goals; students' capacity to regularly voice their ideas while avoiding dwelling too much on their personal preferences and instead emphasizing the goals of the group discussion, charismatic leadership; leading, organizing, and directing other members understanding of the discussion points, inspiration; getting inspired to search the information about the topic in other sources, and competition and conflict; competing each other to speak during the discussion. This study can be benefit for other researchers in conducting future researches in English language teaching. However, this study is limited merely in qualitative approach and for the future researchers can be undertaken by employing other approaches and methods to seek other phenomena regarding speaking skill improvement using group discussion technique.

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