

Liberal Journal of Language & Literature Review

Print ISSN: 3006-5887

Online ISSN: 3006-5895

<https://llrjournal.com/index.php/11>

**Integrating Computer-Assisted Learning in English Language Education: A
Case Study of Undergraduate Students at Government Degree College
Takht-e-Nasrati, Karak**



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Abstract

This research study explores how the role of computers is a helpful means for students learn English at Government Degree College Takhte Nasrati, Karak. The study focuses on how students use computers for different language skills like listening, speaking, reading, writing, and speaking. A questionnaire was given to 30 undergraduate English students. The results showed that most students use computers to improve their writing and vocabulary. Some also use them for grammar practice and watching English videos. However, many students do not use computers for speaking or listening activities. The study also found some challenges, such as lack of computer training, limited internet access, and low teacher involvement. Based on these findings, the study suggests that colleges should provide better facilities, organize training sessions, and encourage teachers to use technology in English language teaching. Using computers in the right way can help students learn English more effectively.

Keywords: Computer-Assisted Language Learning (CALL); English Language Learning; Educational Technology; Undergraduate Students; Higher Education; Pakistan

1.INTRODUCTION

In the modern world, technology is becoming a part of everyday life. Computers, in particular, are widely used in healthcare, business, Engineering, Banking and Finance, science and research and education. English language learning is also influenced by this growing use of computers. Many students use computers for reading, writing, listening, and speaking in English. Different software, online dictionaries, learning apps, and websites help students improve their English skills. This use of computers in language learning is often called Computer-Assisted Language Learning or CALL (Ahmad, 2012). In Pakistan, English is an important language. It is used in schools, colleges, communication and universities. Students need to learn English well for better academic and career opportunities. Computers can make this process easier and more interesting. However, not all students may have access to computers or may not know how to use them properly for language learning. Therefore, it is important to study how students at the local level are using computers in their English learning. The present study focuses on undergraduate students at Government Degree College Takhte Nasrati, Karak. The aim is to understand how they use computers to learn English and what problems they face.

1.1 Statement of the Problem

English language learning is often difficult for students in rural areas of Pakistan. Traditional teaching methods are still common in many colleges. The

use of computers is limited due to lack of resources, poor internet, or lack of training. At the same time, students are expected to learn English for higher studies and future jobs. It is not clear how much students at Government Degree College (GDC) Takhte Nasrati, Karak, Karak are using computers for this purpose. There is a need to study the actual role of computers in their English learning.

1.2 Research Questions

This study seeks to answer the following questions:

1. How do students use computers for learning English?
2. What are the benefits of using computers in English language learning?
3. What problems do students face while using computers for learning English?

1.3 Research Objectives

The main objectives of the study are:

To find out how computers are used by students for learning English.

To explore the benefits of using computers in English language learning.

To identify the challenges faced by students in using computers for this purpose.

1.4 Significance of the Study

The purpose of this study is to explore how undergraduate students at (GDC) Takhte Nasrati, Karak, use computers to learn English. It also aims to find out the challenges they face and the benefits they get from using computers in their learning.

This study is important because it helps teachers, students, and administrators understand the role of computers in English language learning. It may help improve teaching methods and bring more computer-based learning into classrooms. The study also shows the real condition of English learners in a rural college in Khyber Pakhtunkhwa. The findings can be helpful for other colleges in similar areas.

1.5 Delimitations and Limitations

This study is delimited to undergraduate students of the English Department at Government Degree College Takhte Nasrati, Karak. It does not include students from other departments or colleges. Also, the study only looks at students' use of computers, not other technologies like smartphones or tablets. A limitation of the present study is that the findings are based on self-reported data, which may not always be accurate.

2. LITERATURE REVIEW

Technology has changed activities and processes in every sphere of the world including the way people teach and learn language. In the past, learning was only possible through books and classroom lectures. But today, students and teachers use different types of technology in education, including computers, mobile phones, and the internet. Computers help students find information, do research, write assignments, and improve their learning (Yunus, Nordin,

Salehi, Embi, & Salehi, 2013). Many schools and colleges in the world now include technology in their teaching methods.

In developing countries like Pakistan, technology is slowly becoming a part of classrooms. However, not all schools and colleges have access to modern tools due to financial or technical problems. Despite this, students are trying to use whatever technology is available to support their education.

2.1 Evolution of Computer-Assisted Language Learning (CALL)

The idea of using computers for language learning started many years ago. This method is known as Computer-Assisted Language Learning or CALL. CALL includes the use of different computer programs, websites, online exercises, and educational games to improve language skills. It has moved from simple grammar drills to more interactive tools like chat rooms, video tutorials, and online quizzes (Levy, 1997).

Earlier versions of CALL focused more on practice exercises with correct or incorrect answers. Modern CALL, however, focuses on communication and interactive learning. It supports all four language skills reading, writing, listening, and speaking. It also allows students to learn at their own speed.

2.2 Role of Computers in Learning English

Computers are helpful in many ways when it comes to learning English. For example:

Vocabulary: Students can use digital flashcards, online dictionaries, and word games to learn new words (Al-Jarf, 2005). Grammar: Many websites and apps offer grammar exercises with instant feedback. This helps students understand their mistakes and correct them.

Listening and Speaking: Through videos, audio clips, and pronunciation tools, students can improve their listening and speaking skills. They can watch English movies or listen to podcasts to hear how native speakers talk

Reading and Writing: Computers provide access to blogs, news sites, and e-books. Students can also write essays or short computers can make English learning more fun and effective texts and get grammar or spelling suggestions through online tools.

2.3 Benefits of Using Computers in Language Learning

There are many benefits of using computers to learn English: Self-paced learning: Students can learn at their own speed and repeat lessons when needed. Interactive materials: Games, videos, and online exercises make learning more engaging. Access to global content: Students can learn from websites, YouTube, and online courses from different parts of the world. Improved motivation: Students often feel more interested when using technology instead of just textbooks (Benson & Voller, 1997). Immediate feedback: Online tools provide instant corrections and suggestions, which helps students learn better. These benefits are especially helpful for students who may not get enough support in traditional classrooms.

2.4 Challenges in Using Computers for English Learning

Although computers are useful, students face several challenges: Lack of training: Some students do not know how to use educational software or websites properly. Poor internet connection: In rural areas like Karak, and in Takhte Nasrati in particular, internet service is often slow or unavailable. Limited access to computers: Many students do not have personal computers and depend on shared resources. Language barrier: Some educational websites are in advanced English, which makes it hard for beginner-level students to understand. Lack of teacher support: Some teachers may not include computers in their lessons, which reduce the students' chances of using technology in class. Understanding these problems is important so that better facilities and support can be provided.

2.5 Empirical Studies

Several researchers have studied the use of technology in language learning in Pakistan. For example, Khan et al. (2012) found that university students in Pakistan were using the internet and computers to improve their English skills, especially for writing and grammar. Another study by Jabeen and Thomas (2015) showed that students in rural areas had fewer opportunities to use computers, but those who did use them showed better performance in English. These studies show that technology can be helpful, but support and resources are needed to make it available to more students. Recent scholarship in applied linguistics and discourse analysis has explored a diverse range of topics, from syntactic theory to sociolinguistic perceptions and pedagogical implications. The perceptions of Pakistani learners regarding standard British and American English, as investigated by Ali et al. (2020), reveal the sociolinguistic complexities and identity negotiations inherent in language learning contexts. This sociolinguistic perspective is complemented by Arshad et al. (2024), who provide a comparative syntactic analysis of ad-positional phrases in English and Urdu, drawing on X-Bar Theory and the Theta Criterion to highlight structural parallels and divergences across languages. Language anxiety among undergraduate English learners, examined by Adeel and Ishtiaq (2025), underscores the affective dimensions of language acquisition, while Ismael and Ishtiaq (2025) further explore student attitudes toward code-switching in higher education, emphasizing both the pedagogical benefits and concerns associated with bilingual practices. These studies collectively underscore the adaptive and dynamic nature of language use in educational settings. The intersection of language, literature, and philosophy is evident in Gill et al. (2024), who analyze love and spirituality in Elif Shafak's *The Forty Rules of Love* through the lens of Sufi philosophy, demonstrating how literary texts can serve as sites for exploring complex semantic and philosophical themes. Similarly, Majid and Ishtiaq (2019) employ stylistic analysis to uncover the syntactic and thematic richness of E.E. Cummings' poetry, while Majid et al.

(2020) examine English textbooks to assess the representation and teaching of syntactic structures at the primary level. Critical discourse analysis has also been a focal point, as seen in Gill, Ishtiaq, and Khan (2025), who investigate the representation of Reham Khan in digital discourse from a feminist perspective using the transitivity framework. This approach is mirrored in Gill, Raza, and Ishtiaq (2025), who conduct a corpus-based genre analysis of Donald Trump and Joe Biden's inaugural speeches, revealing the rhetorical and structural strategies employed in political communication. Ecological discourse analysis, as applied by Gill, Gul, and Ishtiaq (2025) to Hemingway's *A Farewell to Arms*, further demonstrates the versatility of discourse-analytic frameworks in literary studies. From a theoretical standpoint, Ishtiaq and Gill (2024) extend the application of Chomsky's X-Bar Theory to Pakistani languages, offering a syntactic analysis of Urdu and Pashto in comparison to English, thereby contributing to the understanding of universal and language-specific syntactic principles. Ishtiaq et al, (2022c) similarly investigate parallel structural patterns in English, advocating for an integrated approach to internal linguistic systems. The pedagogical and phonological implications of transliteration are addressed by Ishtiaq et.al (2022b), who identify English-to-Urdu transliteration as a significant source of pronunciation errors among L1 and L2 Urdu speakers, highlighting the need for targeted instructional strategies. Comparative componential analysis of semantic density in religious texts, as conducted by Ishtiaq et al, (2021a), illustrates how syntactic and lexical choices shape meaning across translations, reinforcing the importance of syntax in cross-linguistic and cross-cultural communication. Collectively, these studies demonstrate the multifaceted nature of linguistic inquiry, encompassing syntactic theory, discourse analysis, sociolinguistics, and pedagogy. By integrating diverse methodological and theoretical perspectives, this body of research advances our understanding of language structure, use, and learning across a variety of contexts. In light of these findings, the integration of computer-assisted learning (CAL) in English language education emerges as a promising avenue for addressing many of the challenges and opportunities identified in the literature. For instance, CAL tools can be leveraged to reduce language anxiety (Adeel & Ishtiaq, 2025) by providing individualized and interactive learning environments, while also supporting code-switching practices (Ismael & Ishtiaq, 2025) through adaptive bilingual resources. Furthermore, computer-assisted platforms can facilitate the teaching of complex syntactic structures (Arshad et al., 2024; Ishtiaq & Gill, 2024) and pronunciation (Ishtiaq et al, 2022b) by offering immediate feedback and multimodal input. In the context of Government Degree College Takht-e-Nasrati, Karak, the adoption of CAL can thus be informed by the rich body of research on linguistic diversity, pedagogical strategies, and learner attitudes. By drawing on insights from both theoretical and applied studies, the present

case study aims to explore how computer-assisted learning can enhance English language education for undergraduate students, addressing local needs while aligning with global best practices.

2.6 Research Gap

Many international and national studies have been conducted on the role of computers in language learning. However, there are very few studies focusing on small rural colleges like Government Degree College Takhte Nasrati, Karak. Most research is done in urban areas or at university level. Therefore, this study is important as it highlights the experience of students in a rural context. It tries to fill the gap by focusing on the use of computers in English language learning at the undergraduate level in a remote area.

3. RESEARCH METHODOLOGY

This part of the article explains how the research was carried out. It includes the type of research used, the tools and methods for collecting data, the sample of students involved, and how the data was analyzed. The aim is to give a clear picture of the research process so that others can understand and repeat it if needed.

3.1 Research Design

This study used a qualitative research design. This means the research focused on understanding students' experiences, opinions, and challenges rather than collecting numbers or statistics. A survey method was used with both open-ended and closed-ended questions to collect information. This helped in getting both specific answers and detailed personal views from students.

3.2 Population and Sample

The population for this study included all undergraduate students of the English Department at Government Degree College Takhte Nasrati, Karak. Since it was not possible to include every student, a convenient sampling size of 30 students was selected. Convenience sampling means that students who were available and willing to participate were selected for data collection purpose. This sample size was enough to give useful insights about the role of computers in their English learning experience.

3.3 Research Instrument

A questionnaire was used as the main research tool. It had two parts:

1. Closed-ended questions: These questions had fixed choices like Yes/No or Agree/Disagree. They helped in collecting straightforward facts.
2. Open-ended questions: These questions allowed students to write their own thoughts. They helped in understanding opinions and challenges in detail.

The questionnaire was prepared in simple English so that all students could understand it easily. Some students were also guided by the researcher in case they found any question confusing.

3.4 Data Collection Procedure

The researcher got permission from the Head of the English Department

before collecting data. The questionnaire was distributed during class hours. Students were given enough time to answer all questions. They were informed that their responses would remain private and would only be used for research. All 30 students returned the questionnaires.

3.5 Data Analysis Procedure

After collecting the data, the answers were carefully read and sorted. The responses from closed-ended questions were counted to find patterns (for example, how many students use computers regularly). The open-ended responses were read closely to identify common ideas, challenges, or suggestions. The results were grouped under themes like benefits of using computers, problems faced, and students' general opinions.

3.6 Limitations of the Methodology

Some limitations of this work process include: The sample size was small, so the findings may not apply to all students in other colleges or cities. The study only focused on one department of one college. Some students might not have shared honest opinions due to time pressure or hesitation. Still, the data collected gave a useful understanding of how computers are used for English language learning in a rural college setting.

4.DATA ANALYSIS AND FINDINGS

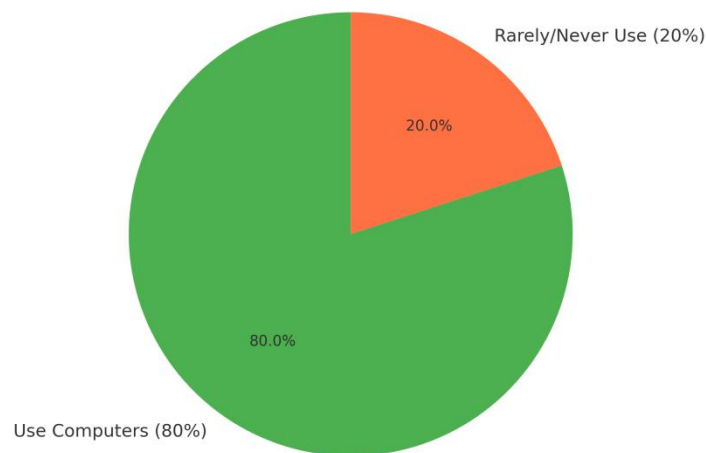
The ongoing work study presents the analysis of the data collected through the questionnaire. The responses of 30 undergraduate English students from Government Degree College Takhte Nasrati, Karak were analyzed to understand how computers are used in English language learning. The part is divided into different sections based on the questionnaire items. It includes both quantitative (number-based) and qualitative (opinion-based) data to give a full picture of the findings.

4.1 General Use of Computers among Students

To begin with, students were asked whether they used computers at all in their studies. Out of 30 students, 24 students (80%) said they use computers for their studies. However, only six students (20%) said that they rarely or never use computers. This shows that most students have at least some exposure to computers. However, the use is not equal among all students.

Figure 01

General Use of Computers Among Students



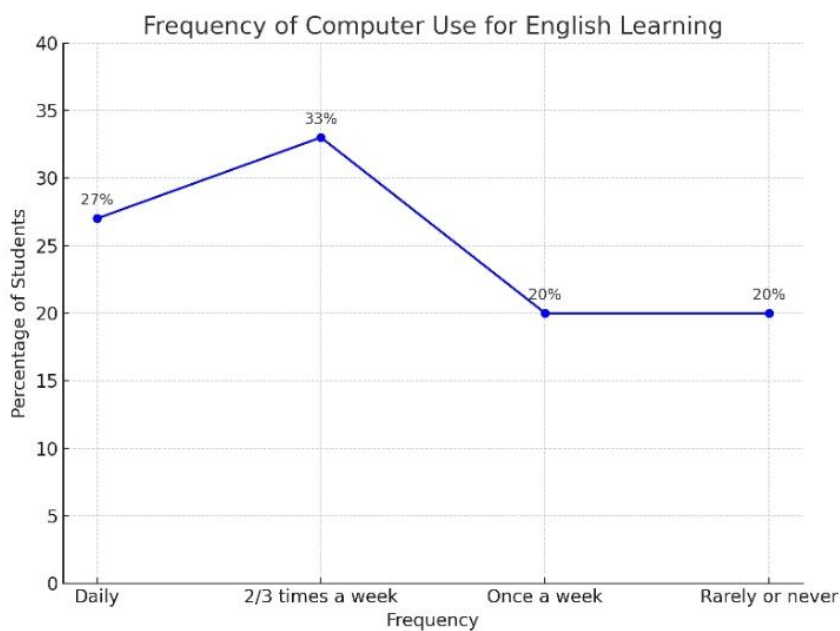
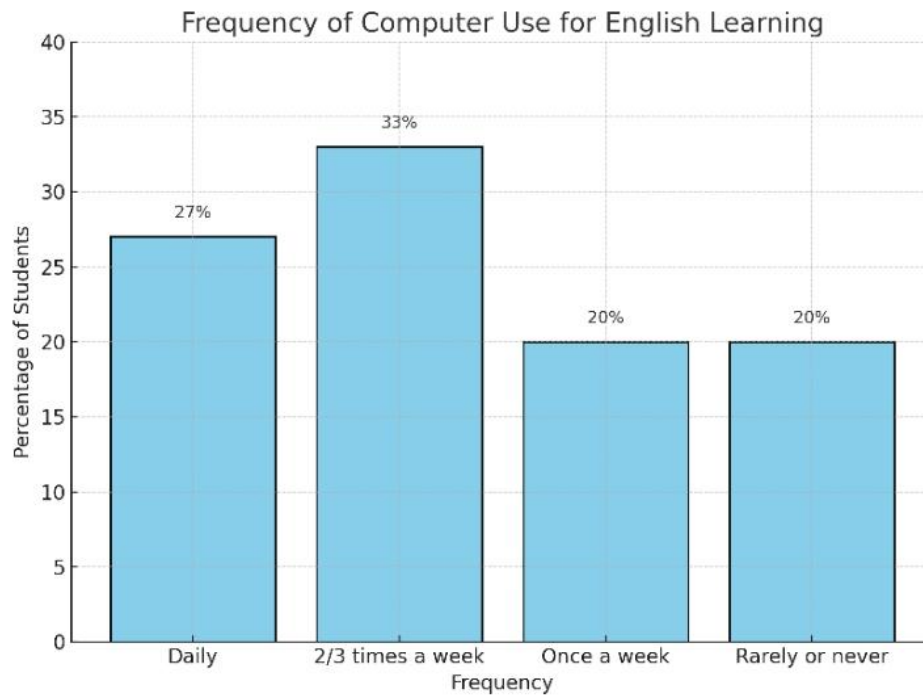
The above pie chart shows the proportion of students who use computers in their studies. Out of 30 students, 24 (80%) reported that they use computers to support their English learning, while six students (20%) stated they rarely or never use computers. This suggests that a majority of students have access to and familiarity with computers, reflecting a positive trend in personal use of technology.

Table 01 Frequency of Computer Use for English Learning

Frequency of Computer Use for English Learning	Number of Students	Percentage
Daily	8	27%
2/3 times a week	10	33%
Once a week	6	20%
Rarely or never	6	20%
Total	30	100%

Students were also asked how often they use computers specifically for language learning such as English. Out of the total 30 participants, eight students (27%) said they use computers daily; 10 students (33%) said they use them 2–3 times a week; six students (20%) said they use computers once a week; and six students (20%) said they rarely or never use them for English.

The above statistics shows that while some students are regular users, others are occasional or rare users of computer. The variety in use may depend on access to devices, internet availability, or personal interest as can be witnessed in Figure 02 (a) and (b) respectively below.



4.2 Purpose of Using Computers in English Learning

Students gave different reasons for using computers to learn English. The most common purposes included the use of computers for vocabulary, grammar, and assignment writing.

Learning new vocabulary

Checking grammar and spelling

Writing and editing assignments

Practicing pronunciation

Watching educational videos

Communicating through English on social media platforms

Fewer students focus on pronunciation or English communication through

social media.

This data shows that most students use computers for vocabulary, grammar, and assignment writing. Fewer students focus on pronunciation or English communication through social media. This suggests a focus on written academic English, while oral and interactive digital tools are underutilized.

4.3 Preferred Tools and Platforms

Students were asked which websites or apps they use most often. Some of the common responses included:

YouTube: Used for watching English tutorials, movies, and spoken English videos.

Google Translate: Used for translating difficult words or phrases.

Grammar: Used for checking grammar and spelling in writing.

BBC Learning English/VOA Learning English: Used for improving listening and vocabulary.

Microsoft Word: Used for typing and editing assignments.

One student wrote in the open-ended section:

"I use YouTube daily to watch English videos. It helps me with listening and speaking." This shows an independent learning attitude where visual and auditory input is seen as valuable, especially for oral language development. In the same way, another student mentioned, "Grammar helps me correct grammar mistakes in my class assignments." This indicates students' reliance on automated tools for accuracy, reflecting both digital awareness and a gap in teacher-led feedback.

These responses from the various students show that students are aware of helpful tools and try to use them as per their needs.

4.4 Benefits of Using Computers in English Learning

Students were asked to describe the benefits they experienced through using computers. They described multiple benefits, such as vocabulary building, pronunciation, and motivation. Some common responses were:

Learning new vocabulary faster

Understanding correct pronunciation

Improving writing skills

Finding quick answers

More interest and motivation in learning

One student wrote: "I enjoy learning with computers because I can search anything and learn at home without waiting for the teacher." This highlights how technology can democratize access to learning, offering autonomy beyond the classroom walls. Similarly, another student mentioned, "Using computers gives me confidence. I can practice grammar and speaking anytime." This reveals the emotional impact of independent learning—building confidence through repetitive, self-paced digital engagement.

The above comments on the part of students show that many students feel

motivated and confident when using technology for learning English.

4.5 Challenges Faced by Students

Even though most students used computers, they also mentioned some problems they face.

Students mentioned digital illiteracy, poor internet, and lack of guidance as major hurdles.

Their responses show that infrastructure and digital literacy are still big challenges, especially in rural areas like Takht -e- Nasrati, Karak. Some students feel helpless when using complex English websites or tools without teacher support.

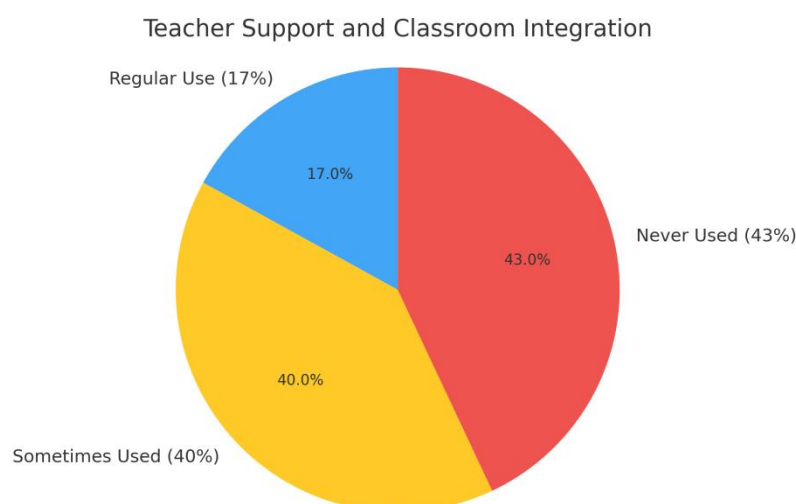
One student shared, "We don't have internet in our area. I only use computers when I visit the city." This highlights rural-urban digital inequality, revealing how geography determines access and opportunity. Another student commented, "There are many good websites, but I don't know how to use them. Nobody taught us in school." This underscores the failure of formal schooling to integrate digital literacy into the curriculum.

The above comments of different students highlight the need for digital training and better internet facilities.

4.6 Teacher Support and Classroom Integration

When asked whether teachers include computers in their classroom teaching, the following statistics emerged.

Only Five students (17%) said their teachers regularly use computers or projectors in class; 12 students (40%) said computers are sometimes used; 13 students (43%) said computers are never used in class. This shows that classroom-based computer use is limited. Most students are learning through self-effort outside the classroom.



The pie chart above illustrates how often computers or projectors are used by teachers during English classes. Only five students (17%) indicated that their

teachers regularly use such tools in class. Meanwhile, 12 students (40%) said they are sometimes used, and 13 students (43%) reported that computers are never used. This highlights a gap between student access to computers and institutional integration within the classroom. There is a clear need for better classroom implementation of technology in teaching practices.

4.7 Students' Suggestions for Better Use of Computers

Students were also invited to give suggestions. Some of the main ideas were:

Provide computer labs or improve existing ones.

Offer internet access in the college.

Train students in using websites and language apps.

Include computer-based lessons in English classes.

Use projectors to show videos and teach grammar or vocabulary.

One student suggested:

"If the college gives us free internet and more computers, we can learn better."

Another participant noted by saying, "Teachers should show us how to use websites like BBC English or online dictionaries."

These suggestions are practical and show that students are ready to learn if better facilities and guidance are given.

The study revealed that a majority of students actively use computers for English learning, primarily focusing on vocabulary, grammar correction, and assignment preparation. Popular tools include YouTube, Google Translate, Grammar, and BBC Learning English. However, listening and speaking tools are underused. Students demonstrated strong motivation and digital awareness but also faced notable challenges: lack of internet access, insufficient infrastructure, and minimal classroom integration. Despite having a positive attitude toward technology, most students expressed a need for better institutional support, structured digital training, and more frequent use of computers by teachers. The findings highlight a dual reality: high student willingness but low systemic support for digital learning in English.

Most students use computers in some form for learning English.

Vocabulary learning, assignment writing, and grammar practice are the most common uses.

YouTube, Grammar, and Google Translator are popular tools for learning English.

Students face major issues e.g. lack of infrastructure, limited support and guidance as well as technical issues like poor internet, lack of devices etc.

Very few teachers use technology in the classroom.

Students want better access, more support, and digital training.

The next chapter discusses these findings in detail and offer recommendations based on the data.

4.2 Discussion of Main Findings

The results showed that most students (80%) use computers for their studies,

and many of them (60%) use computers at least once a week to improve their English. This is a good sign and shows that students are becoming more interested in using technology in their learning.

Students heavily rely on digital tools like Grammar and Google Translate to support their academic writing and vocabulary learning. This affirms Ahmadi's (2018) view that online resources enhance language learning, especially in self-directed environments. However, the fact that this learning occurs mostly outside of formal lessons reflects a missed opportunity for classroom integration.

4.2.1 Use of Computers in Vocabulary and Writing

A large number of students reported using computers to search for word meanings, check grammar, and write assignments. This supports the idea that digital tools are very useful for vocabulary and writing development (Ahmadi, 2018). Tools like Grammar, Google Translator, and online dictionaries help students write better and learn new words.

However, the use of these tools depends on the students' own efforts. Most learning happens outside the classroom because teachers rarely use technology during lessons. This is a key area where improvement is needed.

4.2.2. Listening and Speaking Practice

Fewer students used computers for listening and speaking practice. Watching YouTube videos or listening to native speakers can help improve pronunciation and fluency (Rahimi & Yadollahi, 2011), but only a small number of students in this study made use of these opportunities. This may be because of low internet availability or lack of awareness about these resources.

While tools like YouTube are known to improve pronunciation (Rahimi & Yadollahi, 2011), their underuse suggests either lack of digital fluency or infrastructural limitations. Teachers need to encourage oral skill development by incorporating audiovisual content and guiding students on its use.

4.2.3. Barriers to Computer Use

Many students mentioned serious challenges like:

No personal computer or internet connection

Lack of computer skills

English websites being too difficult to understand

These problems are common in rural areas and have been mentioned in earlier studies as well (Khan et al., 2019). Without proper infrastructure and training, students cannot benefit fully from the use of computers in language learning. Infrastructure and digital skills continue to be major obstacles. As noted by Khan et al. (2019), rural learners face challenges in accessing and utilizing online resources. Many students reported lack of guidance and inadequate training, emphasizing the urgency for government and institutional intervention.

4.2.4. Role of Teachers

Another major finding is the limited use of computers by teachers in class. Most students said that their teachers rarely or never used multimedia tools or language learning websites. Teachers play an important role in encouraging students to use new learning methods (Almekhlafi & Almeqdadi, 2010). If teachers themselves do not use technology, students are less likely to explore it deeply. Teachers were found to be minimally involved in promoting technology use, which is counterproductive to fostering 21st-century skills. According to Almekhlafi & Almeqdadi (2010), teacher adoption plays a crucial role in motivating students toward tech-based learning. Capacity-building programs and ICT training for teachers are necessary to bridge this gap.

5. DISCUSSION AND RECOMMENDATIONS

This section discusses the findings of the research in light of the research questions and previous studies. It also provides recommendations based on what students reported about their use of computers in learning English. The goal is to understand how the current situation can be improved for better language learning experiences using technology.

This study was conducted to explore the role of computers in English language learning at Government Degree College Takhte Nasrati, Karak. The aim was to understand how undergraduate students use computers to improve their English and what challenges they face.

The study found that many students use computers for vocabulary building, grammar checking, writing assignments, and translation. These students usually access online tools and websites to support their learning. However, fewer students use computers for listening and speaking practice, which are also important language skills.

The study also showed that most students do not have easy access to computers or the internet. Some lack the knowledge to use digital tools effectively. Moreover, teachers rarely use technology in the classroom. This limits the full potential of computer-assisted learning.

Despite these problems, students showed interest in using computers and believed that computers can help them learn English better. With more support from teachers, better access to facilities, and proper training, students can benefit even more from technology.

To sum up, computers can play a big role in improving English learning. But for this to happen, students need access, guidance, and encouragement. Teachers and the college administration have a key role in making this possible.

5.1. Recommendations

Based on the findings of the study, the following recommendations are offered:

Provide Better Access to Technology

The college administration should provide more computers and internet

access to students. A fully functional computer lab should be set up or upgraded. Students should be allowed to use it regularly for educational purposes.

Train Students in Using English Learning Tools

Many students are unaware of useful websites and apps. The college can organize simple workshops or training sessions to teach students how to use tools like BBC Learning English, Grammar, or language learning apps.

Encourage Teachers to Use Technology

Teachers should include computer-based activities in their English classes. For example, they can show English grammar or listening videos in class, give online exercises, or teach students how to search for vocabulary or pronunciation online.

Create a Supportive Environment

The college should create a culture where using computers for learning is encouraged. Students should be guided regularly, and teachers should act as role models in using technology.

Encourage Self-learning and Responsibility

Students should also be motivated to take responsibility for their own learning. Even if resources are limited, they can try to use mobile phones or visit local internet cafes for learning. With guidance, they can use their free time to practice English with the help of digital tools.

Summary

Establish or upgrade a computer lab in the college.

Offer short training sessions for students on using English learning tools.

Encourage teachers to include digital tools in their teaching.

Provide free or low-cost internet access for educational purposes.

Create a student club or group focused on computer-assisted language learning.

These simple steps can improve English learning and help students become confident language users in today's digital world.

Suggestions for Future Research

This study was limited to one college and a small number of students. Future researchers can: Study a larger number of colleges and students compare rural and urban students' use of computers Explore the effect of mobile phones and internet data packages on language learning Investigate teachers' views and training needs regarding technology use

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