

The Effects of Using Technology in the Classroom on English Language Acquisition: An Empirical Study of Teachers' Experience

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Abstract

In recent years, the use of technology in the classroom has grown in popularity. The purpose of this study is to investigate how using technology affects learning English. The study involves a thorough analysis of earlier research on the subject, with an emphasis on how technology affects verbal, written, and listening abilities. The findings imply that incorporating technology into the classroom can help students learn English. A variety of resources, including online dictionaries, grammar and vocabulary apps, language study software, and interactive multimedia materials, are available through technology that can assist students in improving their language skills. Technology can also give pupils the chance to interact with and practice their language abilities in a more engaging way. However, the study also emphasizes the need for more research in this field, especially regarding determining the best ways to use technology in language classrooms and any potential drawbacks.

Keywords: Technology, English, language, Learning, Grammar, Vocabulary, Verbal, Writing

Introduction:

With more teachers realizing the potential advantages of adopting digital tools and platforms to promote student learning, technology integration in the classroom has become more widespread in recent years. The acquisition of the English language is one area where technology has had a significant impact because interactive learning environments and digital materials can give pupils the uncommon opportunity to interact with the language in meaningful ways.

It has been demonstrated that using technology to study languages offers a number of benefits over conventional classroom techniques. First of all, digital tools can give students access to a considerably greater variety of resources, such as authentic language input like videos, podcasts, and news articles as well as interactive activities and simulations that let students hone their skills in real-world situations. Students may find language learning to be more interesting and meaningful if they can put their knowledge to use in real-world situations.

Technology can also provide students with personalized learning opportunities that are tailored to their own needs and interests. Teachers can design customized learning paths that take into consideration each student's competency level, learning style, and pace of learning by using learning management systems and adaptive software. This can ensure that students are given the right degree of challenge and are able to advance at their own pace. Furthermore, technology can

also help students communicate and work together both inside and outside of the classroom. For instance, messaging applications and social networking sites can give students the chance to practice their language abilities in real-life contexts while also connecting with native speakers and other language learners from across the world. Because people can see the value and significance of the language in everyday situations, this can encourage a sense of community and motivation among learners.

Despite these possible advantages, there may also be some disadvantages to using technology to learn English. One worry is that students would rely too much on digital resources, which would diminish their interest in more conventional language-learning techniques like reading and writing. Additionally, there can be issues with the reliability and accuracy of digital resources, especially those that are user- or crowd-sourced, as well as the possibility of bias and false information.

Overall, though, integrating technology into the classroom has the power to significantly improve students of all proficiency levels' ability to learn the English language. Digital tools and platforms can contribute to the creation of a more interesting and productive environment for language learning by giving users access to a variety of resources, delivering personalized learning experiences, and allowing communication and collaboration among students. It is possible that as technology advances, there will be even more creative and efficient methods to use digital technologies to promote English language learning in the classroom.

Literature Review:

In the subject of education, there has been interesting in the use of technology in language acquisition. Technology has been employed extensively in the classroom and has contributed significantly to the development of language learning. The purpose of this literature study is to investigate how employing technology in the classroom affects students' ability to learn English.

Technology's effects on English language learning: According to research, integrating technology into the classroom can help students learn English more effectively. A meta-analysis of 42 studies on the impacts of technology on language acquisition by **Hsin-Kai Wu and Hui-Chun Chuang (2011)** revealed that technology use had a favorable impact on language learning outcomes.

Furthermore, it has been demonstrated that using technology in the classroom helps students learn English. Technology, according to **Wang and Li (2011)**, improved language acquisition and gave students access to a more engaging and authentic learning environment. In a similar vein, **Warschauer and Healey (1998)** discovered that technology enhanced the standard of language learning and boosted student motivation.

Additionally, research published by **Warschauer and Matuchniak (2010)** examined how employing technology in the classroom affected students' learning of the English language. They discovered that technology enhances language learning, especially in the areas of speaking, listening, and writing. By offering authentic language input, interactive exercises, and chances for communication with native speakers, the use of technology can improve the learning process.

English language acquisition with multimedia: The use of multimedia in language learning, including audio, video, and graphics, has been proven to be successful. **Jiménez and Ramirez's (2009)** study discovered that multimedia information can enhance vocabulary learning and listening

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comprehension. Furthermore, **Lee and Huang (2008)** discovered that video-based training was successful in boosting speaking and listening abilities.

Additionally, it has been discovered that multimedia can be a helpful tool for language learning. Multimedia resources, according to **Gruba and Hinkelman (2010)**, boost motivation and enhance listening comprehension. Similar findings were made by **Yilmaz (2008)**, who discovered that using multimedia resources improved vocabulary learning and listening comprehension.

Moreover, **Chen and Lin (2009)** looked at the effects of multimedia on learning the English language. They discovered that using multimedia can improve students' motivation, focus, and comprehension. Additionally, multimedia can expose students to real language and culture.

English language acquisition and computer-assisted language learning (CALL): CALL has been proven to be a useful instrument for language learning. CALL, or computer-assisted language learning, has been discovered to be an effective technique for learning English. According to **Chun and Plass's 1996** study, CALL can enhance language proficiency, notably in the areas of grammar and vocabulary development.

According to **Levy and Stockwell (2006)**, CALL can offer personalized training, boost motivation, and enhance language proficiency. **Hubbard (2009)** also discovered that CALL can enhance writing and reading comprehension abilities.

Social media and English language acquisition: Social networking has been discovered to be a helpful aid for learning languages, particularly English. Social media can offer possibilities for contact and conversation, which can improve language learning, according to research by **Lomicka and Lord (2012)**. In a similar vein, **Chen (2011)** discovered that social media can boost interest and motivation in language acquisition.

The Contribution of video games to the Study of English: **Gee (2003)** made the case that video games can be a useful aid for learning the English language in his study on the subject. Video games can offer students opportunities for problem-solving, authentic language input, and communication with native speakers.

The challenges of incorporating technology into learning English: The difficulties of incorporating technology into English language learning were covered in a study by **Lai and Kritsonis (2006)**. The difficulties include a lack of technological access, a lack of technical support, and a lack of teacher preparation.

Online Learning: Studies have proven that online learning is efficient for learning languages, and it has grown in popularity in recent years. For instance, **Tudini and Mollica (2010)** discovered that online education can be successful in enhancing writing and reading abilities. Additionally, **Hsu and Wang (2011)** discovered that speaking and listening skills can be enhanced through online collaborative learning.

Objectives of the study:

To find the effects of using technology in the classroom on English language acquisition

Research Methodology:

This study nature is empirical. 200 respondents were approached to give their view on the effects of using technology in the classroom on English language acquisition. The data was analysed through frequency distribution and data was presented with the help of pie charts.

Data Analysis and Interpretation:

Table 1 Technology enhanced the standard of English learning and boosted student motivation

Particulars	Agree	Disagree	Can't Say	Total
Respondents	171	21	8	200
% age	85.0	11.0	4.0	100

Table 1 represents the statement **technology enhanced the standard of English learning and boosted student motivation** and 85.0% respondents admit with this statement.

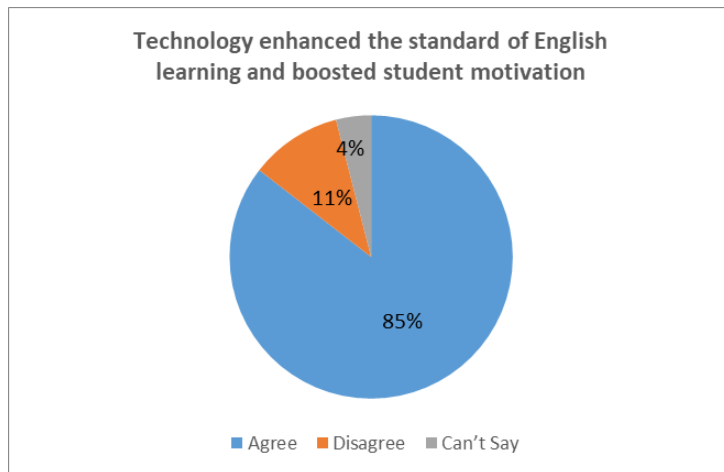


Figure 1 Technology enhanced the standard of English learning and boosted student motivation

Table 2 Video-based training was successful in boosting speaking and listening abilities.

Particulars	Agree	Disagree	Can't Say	Total
Respondents	179	17	4	200
% age	89.0	9.0	2.0	100

Table 2 represents the statement **video-based training was successful in boosting speaking and listening abilities** and 89.0% respondents admit with this statement.

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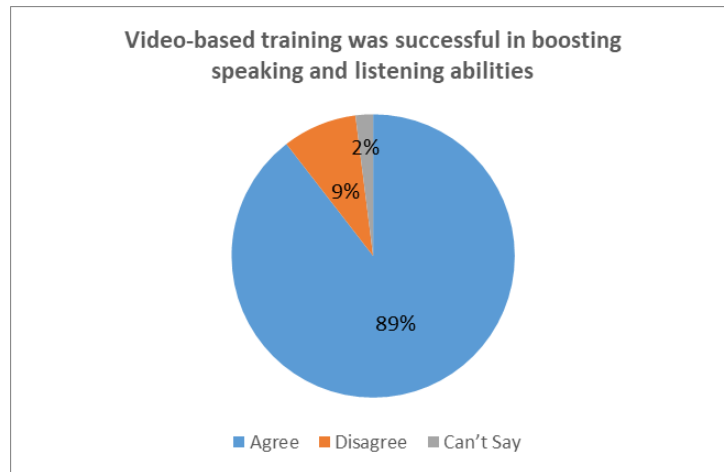


Figure 2 Video-based training was successful in boosting speaking and listening abilities

Table 3 Computer-assisted language learning can enhance language proficiency

Particulars	Agree	Disagree	Can't Say	Total
Respondents	184	10	6	200
% age	92.0	5.0	3.0	100

Table 3 represents the statement **computer-assisted language learning can enhance language proficiency** and 92.0% respondents admit with this statement.

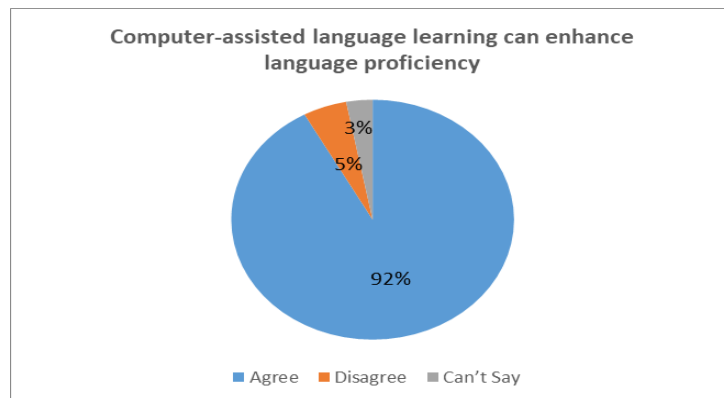


Figure 3 Computer-assisted language learning can enhance language proficiency

Table 4 Social-media can boost interest and motivation in language acquisition

Particulars	Agree	Disagree	Can't Say	Total
Respondents	188	8	4	190
% age	94.0	4.0	2.0	100

Table 4 represents the statement **social media can boost interest and motivation in language acquisition** and 94.0% respondents admit with this statement. Considering all the responses of the statements, it was found that to a good percentage, the respondents have agreed that using technology in the classroom have a great effect on English language acquisition.

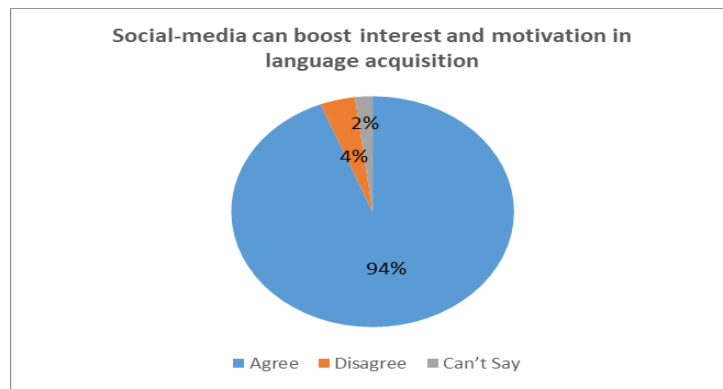


Figure 4 Social-media can boost interest and motivation in language acquisition

Conclusion:

In conclusion, there are both advantages and disadvantages to using technology in the classroom when learning English. Technology can benefit students by giving them real-world language input, immediate feedback, and individualized learning opportunities. Additionally, it can inspire and include students in the learning process, making it more engaging and fun. Technology can also assist teachers in differentiating their lessons and meeting the varied demands of their students. Technology, though, can also harm students' ability to learn English. The face-to-face engagement and communication skills that are essential for language learning can be limited by a student's overreliance on technology. Technology can also serve as a distraction, which makes it difficult to concentrate on language learning. As a result, in order to fully utilize technology in the classroom, educators must balance its use with more conventional teaching techniques. Technology should be viewed as a tool to improve language acquisition rather than as a replacement for interpersonal communication and interaction. Teachers should also receive training on how to successfully use technology in their lesson plans and how to use it in a way that promotes English language learning. In conclusion, it is up to instructors to use technology in a way that maximizes its advantages while minimizing its possible negatives. The use of technology in the classroom can have major implications on English language acquisition.

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