

Mechanization In Learning English Language: A Learners' Perception

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Abstract

The current study aims to understand the attitudes of Indian multilingual undergraduate students toward the use of technology in English language learning. To make things easier, this investigation was divided into - a) the benefits of using these (technological aspects) and b) the purpose for which students use it, as well as c) their preference for it, in order to strengthen outcomes and determine whether it was beneficial to them or not. It is based on Richard Mayer's Multimedia Learning Theory (MMLT) 1997. A Concurrent Triangular MMR research approach was used. Empirical data was gathered using a questionnaire specially designed for this purpose, which included three sections- demographic data; technological proficiency; attitudes toward technology in English language learning. The findings of the study suggest that the use of technology in English language learning is advantageous for Indian multilingual undergraduate students.

Keyword: Mechanization, MMLT, CALL.

Introduction

By examining different current popular components of technology, such as social media platforms like Instagram, YouTube, and Facebook, this study aims to illustrate Indian students' opinions about the use of technology in learning the English language. The inquiry in this case was broken down into three parts: a) the advantages of using these (technical

elements), b) the purposes for which students utilize it, and c) their preferences, to ascertain whether or not it was advantageous to them or not.

The current study is based on Richard Mayer's Multimedia Learning Theory (MMLT), which he developed in 1997. It is part of the grand theory of Cognitivism. Mayer (1997) defines multimedia learning theory as three components that help students learn more effectively. The first is that there are two channels for information processing, namely audio and visual; this is also known as the multimedia principle. According to this principle, students may learn more effectively through images and words than through words alone. The second aspect is that each channel has a limited capacity for information processing. In other words, humans can only process a limited amount of information and attempt to understand it by creating mental representations from the information sources. Finally, learning is an active process that involves filtering, selecting, organizing, and integrating information based on prior knowledge. Mayer (2002) also stated that when information is integrated with existing knowledge, the process of transferring knowledge from two channels (audio and visual) may be successful.

Over and above that, the study focuses on multilingual Indian undergraduate students who use modern aspects of technology with multimedia content, such as social media, short feature video, and YouTube. The goal is to examine their perceptions of using technology in English language learning to determine whether or not it was beneficial to them.

Literature Review

Multimedia in General

Bageshwar and Zafar (2022) chose 50 India-based research studies published between 2016 and 2020 on the efficacy of technology in ELT. The findings revealed that the researchers focused on improving speaking, writing, reading, and listening skills, as well as vocabulary and grammar, by utilizing technologies such as Google Classroom, YouTube, WhatsApp, Facebook, podcasts, language apps, and so on. The findings also revealed a scarcity of empirical research in the field. Overall, this review found that, when used correctly, technology can assist learners in developing language skills. Few aspects like social media, YouTube are covered in the

current research that is experimented using Indian multilingual undergraduate students.

According to Younesi and Khan's (2022) study on the developing IT industry in India, online English language programs have a clear and promising future. They are profitable and successful in India, especially since the COVID-19 pandemic. This study focuses on advantages of online programs leaving space for study of liking of specific multimedia technology by Indian students. According to Velmurugan (2019), students appeared to have positive attitudes toward the use of Multimedia Technologies in English language education. Internet, YouTube, Instant Relay Messenger, Smart Phone, Projector, Television, E-books, Graphics, Mp3 Player, Video Player, Animations, and Share chat were all available in the study, apart from social media, online dictionaries, and online translations. Thou it supported the problem statement of current study.

Another study, Ahluwalia (2018), concluded that TED talks can be used to make English language learning lessons interesting and enjoyable, which resulted in students affirming that multimedia technologies play a vital role in English language learning at their own pace, support in self-understanding, and do not create a problem in interaction with the instructor. The tested tool was video (TED Talks), and social media, reels, and online dictionary and translation services were avoided. Meanwhile, (British Council, 2014) has already stated that there is a need to go beyond traditional frameworks of teacher training for understanding, using and investigating the applications of technology in language pedagogy. This supports the current study. A study by Rukmani & Ajeesh (2021), that tested hyperreal literature and science fiction films in call in English language curriculum for engineering students in India concluded that the disadvantages of a realistic approach to teaching digital composition can be avoided by creating other forms of educational materials that adhere to critical digital literacies sense, such as posthuman literary works and science fiction film. Affirming that the use of multimedia content is helpful. Social media, online dictionaries and other aspects in the current study are not included. Though points in the direction of benefits gained via technology in English language learning. Rukmani and Ajeesh (2021) found that the disadvantages of a realistic approach to teaching digital composition can be avoided by creating other forms of

educational materials that adhere to critical digital literacies sense, such as posthuman literary works and science fiction film. Confirming the value of using multimedia content. The current study excludes social media, online dictionaries, and other factors. Though points to the advantages of using multimedia technology in English language learning.

Meanwhile, Kawale & Rohit, (2011) believed that screening of English films should be made a part of the teaching of the English language and literature in India. It is beneficial, since as per the current study watching YouTube videos are the most admired activity. Reels again are preferred in learning the English Language.

Bageshwar & Zafar (2022) selected 50 India-based research studies on the efficacy of technology in ELT, published between 2016 and 2020. The results revealed that the researchers concentrated on improving speaking, writing, reading, and listening, along with vocabulary and grammar through the use of technologies such as Google Classroom, YouTube, WhatsApp, Facebook, podcasts, language apps, etc. The results also revealed that there is a shortage of empirical research in the field. Overall, this review revealed that technology, when used appropriately, helps learners develop language skills.

YouTube

Huang et al. (2020) investigated the impact of using YouTube as an additional resource with EFL college students.

The study's goal was to see if students' listening comprehension improved after the 5-week treatments—students in this study were all Taiwanese between the ages of 18 and 20, with a high intermediate level of English proficiency. They were all in the same class and were exposed to the multimedia learning environment (YouTube). It was proposed that students did better on the listening comprehension test following training in a combination of computer-assisted learning technique and traditional pedagogy than before the treatment.

On the other hand, Qomariyah et al. (2021) investigated the impact of using YouTube videos on students' listening comprehension performance.

The entire sampling strategy was employed by the researchers to collect data from all first-semester English language education students. The researchers employed a listening test

as the device to collect data. In the study, two groups were tested: experimental and control groups. The experimental group was given YouTube videos, whereas the control group was given audio recordings. According to the study's findings, the t-test was 1.834 and the t-table was 0.073 (t-test was more than t-table). In other words, the null hypothesis was rejected while the alternative hypothesis was accepted. The study's findings also revealed that using YouTube videos as the learning media during the classroom learning process increased students' interest and motivation to improve listening comprehension.

Empirical evidence suggests that limited attentions aim to disclose the cognition of EFL teachers to use YouTube Vlog in English language education, according to Saiful (2019). Therefore, there has been a paucity of knowledge regarding the types of mental constructs influencing EFL teachers' decisions to use YouTube Vlog in ELT. Therefore, the purpose of this study was to look into how EFL teachers thought about using YouTube to teach English. A qualitative investigation was conducted. The participants were two EFL instructors from Indonesia's Yogyakarta area who used YouTube Vlogs to teach English to elementary and high school pupils. The data were collected using an open-ended questionnaire, baseline information, and a stimulated recall interview. This study found that EFL instructors used YouTube Vlog to instruct students on English words and genre-based texts. Importantly, this study revealed that the teachers' beliefs about the implications of YouTube Vlog in teaching, their familiarity with how to teach English using YouTube Vlog, their understanding of how YouTube Vlog adheres to students' characteristics and learning styles, and their perceptions of the nature of YouTube Vlog's instruction were what motivated them to use YouTube Vlog in ELT. This study also demonstrated that the knowledge of the teachers was the most important mental construct to influence the teacher's choice to use YouTube Vlog in teaching English. To figure out how this dominion might occur, though, more investigation was still required. In other words, the decisions made by EFL teachers to use YouTube Vlog in ELT were influenced by their beliefs, knowledge, and way of thinking.

Social Media

According to Imam (2013), technology integration has long been used in English Language Teaching (ELT), as evidenced by

the teacher(s) who benefit from technology integration in coping with their work(s) in the teaching and learning environment. Facebook is one of the ICT technologies that could be used by teachers as a medium of instruction in ELT and by students as a medium of engagement with their peers and teachers both within and outside of the classroom. According to Terantino and Graf (2011, p. 44), Facebook enables multidimensional communication, both among students and between students and the instructor. Due to classroom teaching and learning activities, for example, teachers may ask students to discuss, comment, question, or respond to shared images, projects, videos, music, texts, and so on. This study aims to expose (1) the educational uses of Facebook, (2) the numerous learning tools in Facebook, (3) the benefits of Facebook, (4) the problems of using Facebook, (5) different types of activities on Facebook, (6) and other significant aspects regarding ICT. As a result of this theoretical overview, it is possible to conclude that teachers should be able to create creative instructional activities based on Facebook's educational functions such as interaction, communication, and collaboration, and teachers should also be able to use Facebook not only as primary instructional but also as supplementary instructional, which could make teaching and learning activities more interesting and meaningful.

According to Allam et al. (2016), social media technologies have unquestionably ingrained themselves into people's life and are heavily employed by the younger generations, notably college students. The widespread use of social media platforms has undoubtedly had a significant impact on how people interact and learn, leading to the establishment of learning communities that are powered by collective intelligence. In order to collect descriptive data about the opinions of 75 (n = 75) randomly selected male and female English as a Foreign Language (EFL) teachers at two Saudi tertiary institutions, this study relies on quantitative methodologies using a survey instrument. The study used 14 statements on the Likert scale, with five options for the participants to select from for each statement. The majority of the participants, according to an analysis of the data collected, fully support the pedagogical values and advantages of using social media as an ELT tool in EFL lessons in the Saudi context. The majority did, however, express concerns about the degree to which social media can be used freely in the EFL classroom, where they perceive it as

having a double-edged effect due in large part to some unwelcome distractions that some students may use, which may occasionally have the opposite effect of their usage. More research is needed in this area, according to the study, to fully understand how seasoned EFL teachers use social media in their lectures and to create best practices for integrating social media into EFL teaching and learning in Saudi contexts.

Facebook- 'Group'

Selvi (2021) conducted a thorough examination of Facebook groups that serve as professional development networks for ELT professionals in Turkey. Linger was used as a data collection approach in the two-level analysis, and theme content analysis was used as an analytical lens. The macro study created a corpus of these groups (n=55) and evaluated how they positioned themselves by examining group size, titles, descriptions, and group cover photographs. The micro analysis concentrated on two of the most influential groups, shedding insight on the actual actions in the form of postings that occurred in these groups in June 2020 (n=189, n=1,063, and a total of n=1,252). According to the two-level analysis, these groups can be classified as utilitarian (primarily asking information and/or giving extra documents, instructional videos, and revision exams) and socially oriented (social exchanges with like-minded colleagues). Thus, it could be argued that these groups serve primarily as professionally focused socialization spaces, similar to a digital teachers' lounge where teachers (from the same area of specialty) interact, socialize, but also discuss work, give or ask for help on a variety of professional, administrative, logistical, and administrative matters.

Tananuraksakul (2013) offers qualitative research findings on undergraduate students' perceptions of Facebook group usage in a writing class at a small institution in Thailand. According to the findings, the Facebook group can be used as a blended learning (hybrid instructional model) and learning management system (posting announcements and comments relevant to the class and their writing assignments) for the students to learn with, not from, as facilitated by the instructor. They regarded Facebook group usage positively as a practical, trendy, and beneficial teaching tool, which helped to drive them to learn English virtually and boost their positive attitudes towards learning the language. When they were afraid of virtual communication, Facebook group use appeared

to be a boost, neutralizing their positive attitudes towards virtual contacts.

Such excellent outcomes could be attributed to the fact that the kids grew up as digital natives, with the Millennial Generation using Facebook as part of their daily lives. English teachers who are perceived as digital immigrants or have a digital immigrant accent may want to consider using learning technology in their writing classes.

According to Ali (2021), social media, also known as internet-based applications and platforms, have rapidly and widely proliferated in recent years and have had a profound impact on almost every aspect of our lives, including teaching, teacher preparation, and professional development. Based on this assumption, the current study offered a methodical investigation of Facebook groups that Turkey's ELT professionals use as professional development networks. The two-level analysis used thematic content analysis as an analytical lens and lurking as a method of data collecting. The macro analysis created a corpus of these groups (n=55), and by examining their group size, titles, descriptions, and group cover photographs, it looked at how they positioned themselves. The micro analysis concentrated on two of the most influential groups and provided insight into the actual postings made in these groups in June 2020 (n = 189, n = 1,063, and n = 1,252). These groups might be categorized as utilitarian (predominantly asking information and/or giving supplemental documents, instructional films, and revision exams) and socially-oriented (social exchanges with like-minded colleagues), according to the two-level analysis. Consequently, it could be argued that these groups serve primarily as professionally-focused social spaces, similar to a virtual teachers' lounge where teachers (coming from the same area of specialization) interact with each other, socialize but also discuss work, give or ask for help on a range of professional, administrative, logistical, and administrative issues.

Listening Skill and Multimedia

According to Sejdiu (2018), listening comprehension is critical for L2 learning. Students who can demonstrate L2 listening abilities can also demonstrate competency in other languages. Because of the underappreciated relevance of hearing in language development, educators and language experts have actively promoted equal or emphasized strengthening of

listening abilities among students. L2 speakers have access to a variety of visual and auditory L2 texts via audio, video, the Internet, podcasts, blogs, and other media. The use of multimedia in listening instruments attempts to help L2 learners grasp L2 in everyday situations.

The usage of Computer-Assisted Language Learning (CALL) applications has been lauded as an excellent method of developing and improving language skills among L2 learners. However, teaching listening skills has been a neglected subject. It has long been assumed that being able to speak, read, and write in each L2 is a prerequisite for claiming that L2 learners are proficient in communication in that language. As a result of this notion, many L2 teachers have overlooked the fundamental significance of listening as a source of oral information from which L2 speakers might learn the target language.

The utilization of learning media, according to Ampa (2015), is one of the elements that may have an impact on how well the learning process goes. Therefore, the purpose of this study was to implement and assess interactive multimedia learning resources for teaching 'English listening skills' utilizing the Wondershare Quizcreator program and audio materials. The question under investigation was whether or not there was a statistically significant difference between the outcomes of teaching listening skills using interactive multimedia learning materials created with the Wondershare Quizcreator tool and those obtained from audio sources. The earlier method of conducting the research involved creating new products for use. In order to gauge the authenticity and applicability of the product, college students tried it out after it had been evaluated by specialists. Additionally, the experimental group received the items as novel materials, while the control group received the standard materials (audio materials). Before implementation, pretest and posttest tests have been conducted. The findings of the statistical analysis (SPSS) revealed that while the pretest results of the two groups did not significantly differ, the posttest results of the experimental and control groups did differ significantly. It was established that, at $df\ 70$ and $p.0.05$, the $t\text{-cal.}$ was greater than the $t\text{-table}$ ($5.583 > 2.000$). The interactive multimedia learning materials that used the Wondershare Quizcreator tool were therefore found to be successful in teaching 'English listening skills.'

Speaking Skill and Multimedia

According to Bahadorfar et al. (2014), strengthening students' speaking ability has long been a concern in the classroom. In the rapidly evolving twenty-first century, new innovative technologies are being developed to educate speaking skills in classrooms. Technology is the means of gaining access to this modernized environment.

Technology is now widely used in educational sectors, in addition to communication, trade, and transactions. Technology has been viewed as a means of assisting pupils in improving language abilities such as speaking ability. The best instruments for training speaking skills are the internet, podcasts, video conferencing, videos, and speech recognition software.

Parveen (2016), on the other hand, argues that technology aids and encourages learners' playfulness and engages them in new forms of learning. Technology allows learners to engage autonomously, as well as provide chances for self-paced interactions, privacy, and a safe atmosphere in which mistakes are remedied and precise feedback is provided. Feedback allows students to practice and concentrate on specific errors, which adds value to their learning. There are several qualitative feedback software programs available on the internet at the moment. On the other hand, links are offered for explanations, further support, and references, increasing the value of technology. The use of the Internet has brought about significant changes in the sphere of teaching and improving English learning. It is claimed that individuals forget all they hear within three days.

In order to encourage speaking abilities, Hwang et al. (2014) used storytelling in the English as a foreign language (EFL) classroom. With the help of a Web-based multimedia system, students were challenged to create their own interactive stories as speaking practice in English as a foreign language. Our research focused on the effectiveness of using individual and interactive storytelling to improve speaking abilities as well as the possible benefits of using multimedia storytelling aids to speed up language learning. Additionally, we looked at the connections between learning achievement and the research factors of this study, including speaking performance on individual and interactive storytelling, the quantity of animation representations, and system real usage. This study

came up with four primary conclusions. First, in the post-test, students who used the technique for creating tales performed noticeably better than those who did not. This finding implies that storytelling exercises with system support were advantageous for enhancing speaking abilities. Second, there was a strong correlation between speaking ability and the quantity of animation representations and learning success. Students who did well in learning activities typically studied hard and did well on the final exam. Students might benefit from animations to help them retain vocabulary and gain speaking practice for narrating their animated stories. Third, the only significant predictor of learning achievement was found to be speaking ability during individual storytelling. Students who worked independently on storytelling were more self-reliant, less easily distracted by others, and had more practice opportunities. Last but not least, the majority of students indicated favorable attitudes and impressions of the system and learning activities. Based on these results, we recommend that including storytelling learning activities supported by a Web-based multimedia system into EFL classrooms can help to improve speaking abilities. Students' learning performance can be enhanced by practicing speaking skills more frequently, learning new vocabulary more effectively, and becoming proficient in speaking the target language.

Reading Skill and Multimedia

According to Yudhana (2021), blended learning is a pragmatic approach to education that combines online and conventional methods and is widely used in the disciplines of English as a first, second, and foreign language. The current study investigated the efficacy of a blended learning technique for developing undergraduate students' reading skills. Sixty Thai students were separated into experimental and control groups. Post-tests from each group were employed as the primary data collection method, with a t-test performed to assess any variations in post-test results. A Cohen's test was used to assess statistically significant differences ($t = 32.098$; $\text{sig} = 0.000$) in effect size.

The results showed that the impact size was significant (Cohen's $d = 3.937$). According to the findings of this study, implementing blended learning could significantly increase the English language reading skills of undergraduate students studying English as a foreign language.

Writing Skill and Multimedia

An electronic portfolio, according to Kongsuebchart et al. (2018), is the perfect instrument for addressing the demands of both established and developing pedagogies and learning approaches. Many educators view E-portfolios as essential to learning, teaching, and evaluation. 45 undergraduate students from Suranaree University of Technology in Thailand who were enrolled in the English IV course participated in this quasi-experimental study. The goals of this study were to find out what impact using a Weblog-based E-portfolio had on Thai EFL undergraduate students' English writing abilities both before and after learning, and to find out what they thought about learning by using a Weblog-based E-portfolio to enhance their English writing abilities. A pre-test and post-test were used to evaluate the participants' writing abilities before and after they used the weblog-based electronic portfolio to study writing. The participants shared their thoughts about how using the weblog-based e-portfolio helped them enhance their writing abilities through reflective diaries and a questionnaire. The study's findings demonstrated that the Weblog-based E-portfolio met the 80/80 standard requirement for effectiveness, and the post-test results for the participants' writing abilities were much better than the pre-test scores. Additionally, the questionnaire and reflective diary results revealed that the participants had favorable views on learning through the weblog-based electronic portfolio.

In a prewriting skills session, Barry Nowlin et al. (2002) looked into the impact of learning styles and multimedia framework on undergraduate writing performance. At a college in the South, the participants ($n = 42$) were enrolled in an introductory composition course. The brainstorming and outlining multimedia lesson included two different structures: fully prescriptive (PS) and random (RS). Kolb's Learning Styles Inventory was used to determine learning styles. Students were asked to fill out surveys about their attitudes, writing and computer skills, and demographic information. The RS and PS treatment groups did not significantly differ in their writing abilities, according to the results. There were no statistically significant variations in writing ability between the learning modes. The majority of pupils admitted to using prewriting techniques and having home computers. Despite their treatment, the majority of pupils said they had appreciated this multimedia class and that they had enjoyed writing. Regardless of treatment, it was also observed—but not surprisingly—that

students who reported writing every day had better written compositions than those who did not.

Material and Methods

Questionnaire

To understand students' perceptions, a questionnaire designed for this study was used. It was divided into three sections, as follows:

1. Participants Profile.

This section was designed to collect demographic information from participants. It aided in understanding the cultural and educational backgrounds of the participants. This included a question to determine the participants' current L1 and L2 languages, gender, and current course of study.

2. General Technological Competency and Use

This section was designed to collect information about the participants' technological competencies as well as what specific activities they would like to do in general that involve the use of technology. It included questions such as 'the weekly duration in hours spent interacting with aspects of technology such as chatting, online learning, and emailing', 'if they have broadband in their homes,' and so on.

3. Technology in Learning the English Language

The section was designed to collect data to better understand how participants use technology to learn, specifically the English language. Their thoughts on how technology can help them improve their English language skills are also recorded using 5-point Likert scale questions. It had questions like 'if they have liked social media pages on Facebook, LinkedIn, or Twitter to learn English Language,' 'what is their opinion, if technology is used in learning English Language'—it was a 5 level Likert scale question with different options.

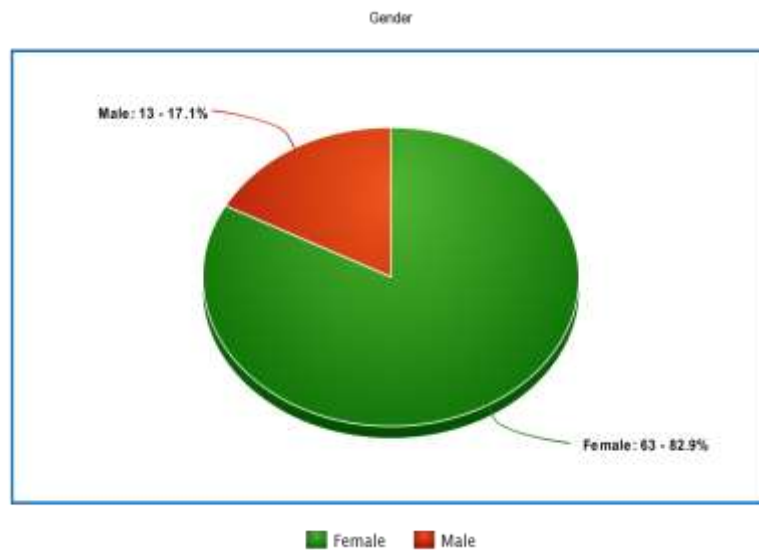
Once the college's governing authorities gave their official approval for a physical workshop, a briefing on the process was given. Aside from that, there was interaction with the students to understand their preferences in technology as well as their general English language competencies. The questionnaire was then distributed to their AECC teacher, who had a class WhatsApp group. It was shared by all of the students. After the workshop, she was asked to distribute the questionnaire to

that group. Feedback was gathered and analyzed. Participants included Indian first-year interdisciplinary students who had chosen AECC English. . Both Qualitative and Quantitative research methodologies were used- Concurrent Triangular MMR research approach to be exact.

Results

The data is organized as per the sections of the questionnaire as follow:

a. Participants Profile

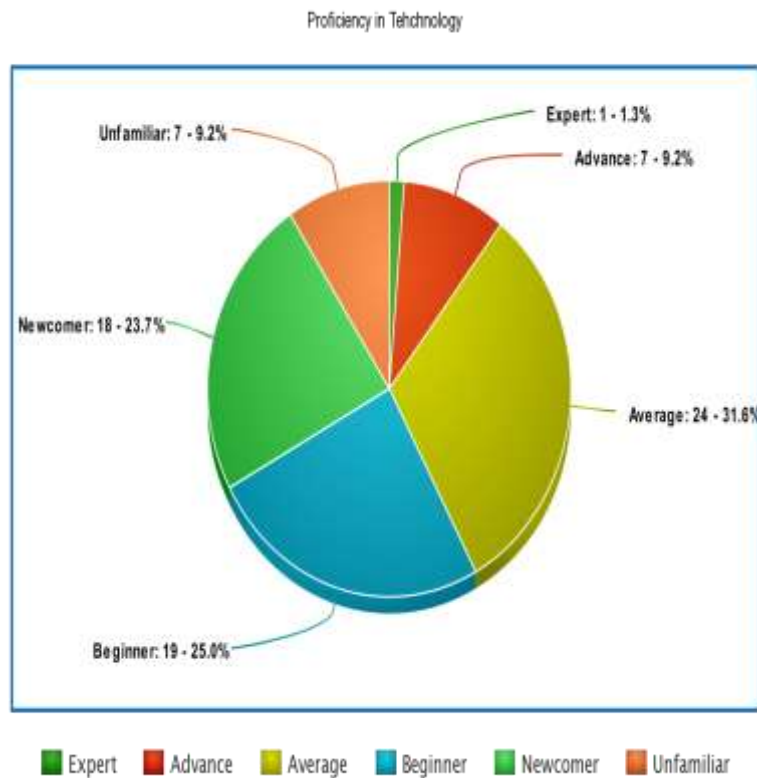


(Pie-a)

There were 63 female first-year undergraduate students and 13 male first-year undergraduate students ranging in age from 17 to 23 years. They were fluent in four language skills: Nagpuri, Bangla, Urdu, Gujarati, Hindi, Kortha, Maghai, Odia, and Punjabi, for a total of 14 languages.

Because AECC is a general course that students from any discipline can take, there was also interdisciplinary participation. They were studying for B.A. Honors in English Literature, B.A. Honors in Economics, B.Com. Honors (Accountancy), B.A. Honors in Political Science, B.A. Honors in History, and B.A. Honors in Psychology. Despite the fact that 68.4% (52) of the participants did not have a broadband connection at home, 67.1% (51) have learner accounts on LMSs such as Moodles, Zoom and Edmodo.

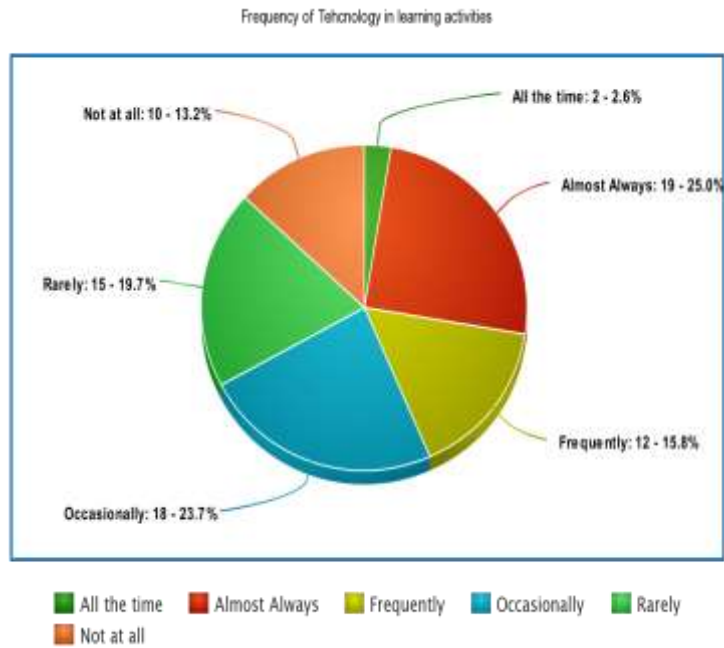
b. General Technological Competencies and Use



(Pie-b)

According to Pie-b, the majority of participants considered themselves to be 'Average' (they can demonstrate a general competency in a variety of computer technologies) in technological proficiency, which is a level higher than a beginner.

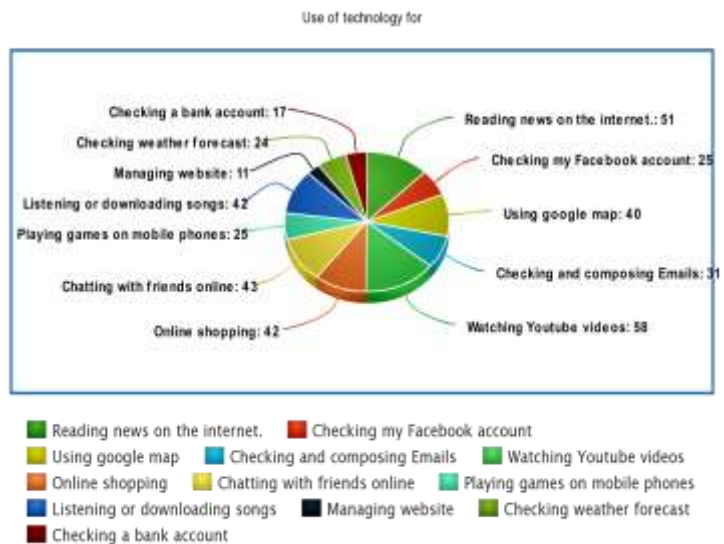
Meanwhile, the frequency of use of technology in general learning activities:



(Pie-c)

Pie-c illustrates that the majority of the participants frequently make use of some or the other technology in their learning activities.

However, what all activities does participants perform while using technologies:



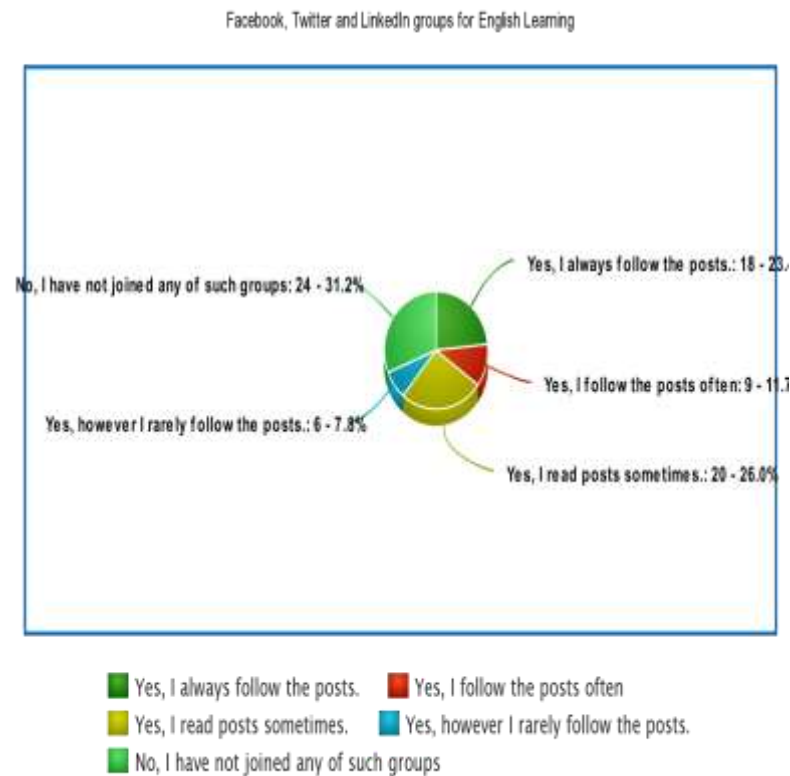
(Pie-f)

Pie-f aids in visualizing exactly what students do with technology. There, the most popular activity is watching YouTube videos, followed by reading news online, chatting

with friends, and shopping online. The least favorite activity is managing or running a website.

c. Use of technology specifically for Learning the English Language.

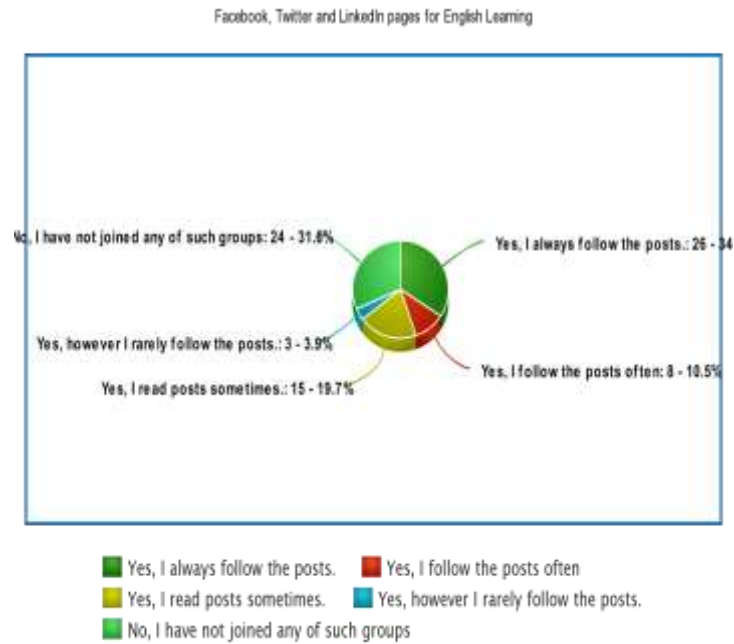
Use of social media groups created on Facebook, Twitter or LinkedIn to learn the English Language.



(Pie-g)

According to Pie-g, the majority of students do not like social media groups or follow posts to learn English. However, there are a sufficient number of students who have joined the groups but are unlikely to adhere to them religiously.

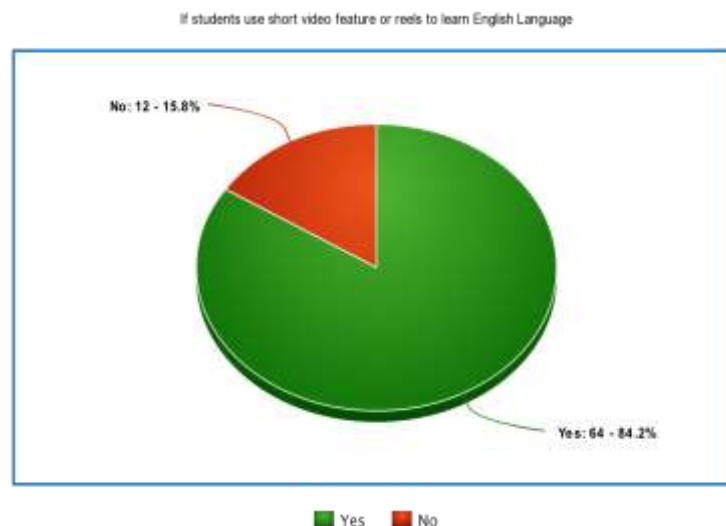
Meanwhile, students thought about the social media pages to learn English Language.



(Pie-h)

Pie-h illustrates that the majority of students have liked social media pages and also follow the post to learn the English Language 'always'.

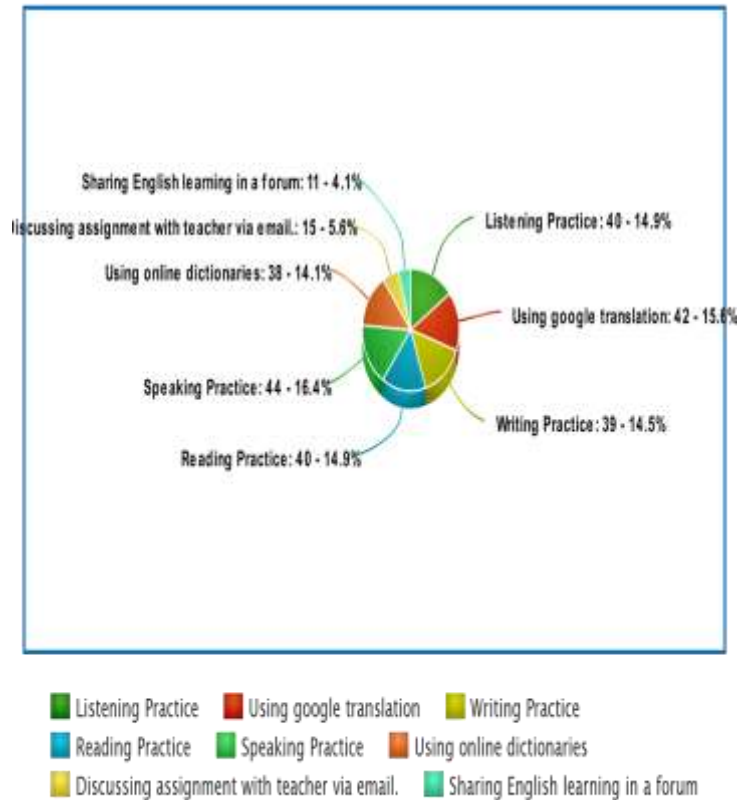
And what they say about the use of reels or short form video features of various platforms to learn the English Language.



(Pie-i)

Pie-i illustrates that the majority of students do use short video features to learn the English Language.

For what exactly students use all these:



(Pie-h)

Speaking Practice is the activity they like to do the most employing technology, followed by Listening & Reading and Writing Practice.

Nonetheless, what they think will be the change when technology is employed in learning the English Language:

Table (1) - students perception about change when technology is employed in learning the English Language:

Students' perception about the changes when technology is employed in learning the English Language:		
Question	Mean	Sentiment Level
English learning can become more fun with technology.	3.96	Agree
My Grammatical Skills will improve	4.21	Strongly Agree
My Listening Skills	4.25	Strongly Agree

will improve.		
My Speaking Skills will improve.	4.32	Strongly Agree
It will help me acquire vocabulary better.	4.15	Agree
Through technology, I can get the most updated material on English Learning.	4.02	Agree
It will help me study English more efficiently.	4.14	Agree
My Reading Skills will improve.	4.30	Strongly Agree
Technology can help instructors and students to communicate effectively.	3.85	Agree
Technology-Enhanced teaching/learning technique develops a student centric approach.	4.02	Agree
My knowledge will expand.	4.27	Strongly Agree
Higher degree of interaction.	4.10	Agree

Note: 4.21- 5=Strongly Agree, 3.41-4.20=Agree, 2.61-3.40=Neutral, 1.81-2.60=Disagree, 1-1.80=Strongly Disagree

Finally, Table (1) illustrates that the students strongly believe using technology will improve their speaking skills, followed by grammatical skills. And their knowledge will expand.

Discussion

Almost all of the participants were multilingual, speaking Gujarati, Marathi, Maithili, Bangla, and Urdu from a set of 14 languages in addition to English and Hindi. It is so because Hindi and English are official languages (GOI, 2016), and the participant has a different L1 depending on where he or she was born. In India, Hindi and English are taught beginning in primary school. The participants must use Hindi wisely in order to learn the English language. So far, so good. The majority (25%) of participants had average computer proficiency, which means they can demonstrate a general competency in a variety of computer technologies sufficient to operate them. It is one level higher than the beginner level. Meanwhile, India was ranked as a 'Emerging' country in the global skill index, with a technological proficiency of 46% (Coursera Global Skills Report (GSR), 2022). However, the majority of participants (25%) almost always used technology in their learning activities, which is a favorable amount that described their liking, while 'frequent' users were 13.2% and 'all the time' were 2.6%.

13.2% never use technology in learning activities, which could be due to technical difficulties or preferences, as 68.4% of participants did not have a broadband connection at home, which is a basic requirement for effectively attending online classes. However, because the study was conducted after Covid19, 67.1% of participants had learners accounts in reputable LMSs such as Edmodo, Zoom, and Moodle, among others.

Watching YouTube videos (76.3%) and reading news online (67.1%) are the activities that students preferred the most across a wide range of multimedia technology sources, as India has the highest number of YouTube users (467 million) (DemandSage, 2022). Managing a website is a time-consuming task that necessitates some technical knowledge of web development technologies, which is why it received the least favorable rating (14.5%). There is also an initial investment required to launch a website. Most importantly, students may not have realized the significance of maintaining a website at this stage. There are other effective platforms for establishing a virtual presence. It appears that the student's technological knowledge is sufficient to begin a new approach to learning the language.

When it comes to using technology to learn English, the majority of students (30.3%) did not join any Facebook/Twitter/LinkedIn groups to receive multimedia content. This could be due to the existence of private groups (Open, Closed or Secret). To join any group, admin approval is required. They have liked Facebook/Twitter/LinkedIn pages on the other hand, with the majority (34.2%) always following posts that help them learn English. This could also be since pages are always public, and content is prioritized, whereas groups are more like a forum for topical discussion. Students also did not like to discuss English language issues in the forum, with only 14.5% doing so, the lowest percentage. Students have a particular fondness for short video features or reels, which have recently been integrated into YouTube and Instagram. To learn English, 84.2% of participants watch YouTube and Instagram reels. It is a more recent method of organizing multimedia content.

They certainly enjoy it. Meanwhile, speaking practice is one task in English language learning that students (57.9%) believe can be learned most efficiently using technology, followed by reading and listening (receptive skills) (52.6%) and writing practice (51.3%). English films should also be included in the teaching of English language and literature in India. (2011) (Kawale and Rohit). Google translation was preferred by 55.3%, while online dictionaries were used by 50%. Both of these are ready and efficient ways to assist in the development of vocabulary or a sense of meaning.

According to the Likert scale observation, students believe that using technology will improve their speaking skills, with a mean of 4.32 (Strongly Agree). This is the most fervent belief. Better grammatical ability (a mean of 4.21); increased vocabulary (a mean of 4.15). Listening, reading, and writing skills will all improve, but not as much as speaking skills. All of the sentiments affirmed the benefits of technology in English language learning.

Conclusion

To summarize, based on the data analysis, a sufficient knowledge of computer technology (25%). The most favorite website is YouTube. The majority of accounts on LMSs such as Edmodo, Moodle, and Zoom. Major actual reliance on social media pages (34.2%) and belief that technology can be used for speaking practice (the most efficient), reading and listening

practice, and writing practice. They also believe that doing so will improve their language skills in the same order. Meanwhile, vocabulary and grammatical skills will improve.

In conclusion it can be said that the use of technology in English language facilitation is beneficial for Indian undergraduate multilingual students.

However, this study is limited to students' perceptions because no real-life tests were conducted for the class to measure the progression of English language competency in the students to further strengthen the data to support the statement.

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Declaration of Interest Statement

WE hereby certify that the information provided is accurate and that we are not aware of any additional situations that would give rise to a real, perceived, or hypothetical conflict of interest.

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