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**the impact of digital tools on English language acquisition among  
non-native speakers**

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# Dedication

*to our families*

*to our friends*

*to our teachers*

# Acknowledgement

First of all, all thanks and gratitude are owned to ALLAH who guides me and helps me throughout my life span.

we are grateful to my supervisor Dr. BENGUERFI, who has never ceased providing guidance, wise pieces of advice and encouragements throughout this work.

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# Abstract

English, as the dominant global language, is essential for academic, professional, and social advancement, yet non-native speakers often struggle with traditional learning methods. This study explores the effectiveness of digital tools such as AI-driven platforms, language-learning apps, and virtual exchange programs in enhancing English language acquisition compared to conventional approaches. Adopting a quantitative research design, the study collected data from 100 master's EFL students and 20 university teachers through structured questionnaires, assessing preferences, usage frequency, and perceived effectiveness of digital tools. Key hypotheses examined whether digital tools improve proficiency (especially in speaking and listening), whether AI-based platforms outperform traditional methods, and whether accessibility and teacher training pose significant barriers. Findings indicate that digital tools significantly enhance engagement and self-directed learning, though challenges in integration persist. The study provides actionable recommendations for optimizing digital tool use in language education, contributing to more inclusive and effective learning strategies for non-native speakers.

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## List of acronyms

**GTM:** Grammar translation method

**DM:** Direct method

**CLL:** Community language learning

**TPR:** Total physical response

**CLT:** Communicative language teaching

**AI:** Artificial intelligence

**VR:** virtual reality

**AR:** augmented reality

# General introduction

English, spoken by over 1.5 billion people, is the dominant language of science, aviation, and international communication. For non-native speakers, mastering English is crucial for academic, professional, and social advancement. However, traditional language learning methods often struggle to address the complexities of English acquisition, including pronunciation, grammar, and cultural nuances. Recent advancements in digital tools such as AI-driven platforms, language-learning apps, and virtual exchange programs offer innovative solutions to these challenges. This research explores how digital technologies enhance English language learning for non-native speakers, comparing their effectiveness with conventional teaching methods.

The motivation behind this study stems from both intrinsic and extrinsic factors. Intrinsically, as a language learner and educator, the transformative potential of digital tools in facilitating language acquisition has been observed. Extrinsicly, the increasing reliance on English in global academia and industry necessitates efficient learning strategies. Non-native speakers often face barriers in scientific communication, academic writing, and professional discourse. Addressing these challenges through technology-driven solutions can promote inclusivity and equity in education.

This study aims to examine the effectiveness of digital tools in improving English proficiency among non-native speakers, compare traditional and digital language learning methods, assess the impact of digital tools on learner motivation, engagement, and self-directed learning, identify challenges and limitations in digital language

acquisition, and provide recommendations for optimizing digital tool integration in language education.

The current study seeks to answer the following questions:

1. How do digital tools enhance English language acquisition compared to traditional methods?
2. What are the most effective digital tools for improving reading, writing, listening, and speaking skills?
3. What challenges do learners and educators face when using digital tools?

In attempt to answer the above-mentioned questions, the hypotheses on which the current study is built go as follows:

- H1: Digital tools significantly improve language proficiency, particularly in speaking and listening.
- H2: AI-based platforms (e.g., ChatGPT, Grammarly) are more effective than traditional grammar-translation methods.
- H3: Accessibility and teacher training are key barriers to successful digital tool integration.

To test the hypotheses and ensure that matched the purpose of the current study

A quantitative approach was used, employing structured questionnaires for master's students (n=100) and university teachers (n=20) that the study followed a descriptive research design, analyzing preferences, usage frequency, and perceived effectiveness of digital tools.

Master's student questionnaire contains 10 closed-ended and Likert-scale questions assessing digital tool preferences, benefits, and challenges. And teacher's questionnaire contains 10 open-ended questions exploring integration strategies, observed impacts, and limitations.

The present research work is divided into three chapters:

- Chapter 1: Literature Review – Examines traditional vs. digital methods, challenges in language acquisition, and AI's role.
- Chapter 2: Research Methodology – Details the quantitative approach, sampling, and ethical considerations.
- Chapter 3: Data Analysis and Recommendations – Presents findings and suggests best practices for digital tool integration.

This study fills a critical gap by evaluating how digital tools can mitigate language barriers in academia and professional settings. While prior research highlights challenges faced by non-native speakers, this study provides actionable insights into optimizing digital learning. Findings will aid educators in creating inclusive and effective language programs.

# Chapter 1: literature review

## 1 Introduction:

English is spoken by over 1.5 billion people and is the official language of science, aviation, and many other international agencies. This makes it an attractive second language for countless migrants, travelers, students, and workers as they seek to broaden their horizon and access new opportunities. The acquisition of English as a second language is therefore an important step for many people to achieve success.

Despite its importance and the demand, however, learning English as a second language still presents a great many difficulties. It is a complex language with writing and pronunciation rules that can often puzzle even a native speaker, but recent developments in digital materials have led to new tools to help students learn more quickly and comprehensively. In this chapter, we will examine this combination of resources. What are digital tools? How do these work to help students learn? Is the use of digital resources more effective than traditional textbooks when discussing English acquisition for non-native speakers? And if so, how can this knowledge be implemented to improve the future of English learning?

### 1.1 Understanding English Acquisition :

Getting the hang of English can be really tricky for folks who don't speak it as their first language. This is especially true if want to get ahead in science. Research shows that

non-native speakers a lot of bumps in the road when working on scientific tasks in English. They usually need extra time and effort to write papers and often turn to proofreading services for help (Amano, et al., 2023).

Cultural stuff is super important when learning a language. Some studies point out how vital it is to keep native languages alive, too. People who can switch between their own language and English open doors to global markets while still holding onto their culture (King, 2022,p.16)

Kachru's three-circle model helps explain why people learn English differently. This model is constructed around the Inner Circle, where English is the L1, or native language, of the majority, notably in the U.S., the United Kingdom, and Australia. Following this is the Outer Circle, where English was inserted into non-native settings as an L2, or second language, and now has a distinct role alongside native varieties. Examples of Outer Circle nations include India, Nigeria, and other previously colonized communities. The Expanding Circle, in which English is taught as a foreign language (EFL), but it does not carry the same importance as seen in the Outer Circle because they lack the historical colonization by Inner Circle nations. There are many reasons behind this, like the history of British colonialism or the rise of science and tech. It shines a light on why we need teaching methods that respect where learners come from (King, 2022,p.18)

Teachers play an essential role here, They help students through the diverse world of English, making sure everyone learns in a way that fits their needs. By paying attention to what's happening in media, economy, and politics, educators can make classes fun and engaging celebrating students' identities along the way (King, 2022,p.21).

## **1.2 Traditional Methods of Language Learning :**

Although new methods of language learning are available due to technological advances, the old systems still work.

language learning techniques of the past still exist that are directed such as grammar-translation, audio lingual, or direct methods. While these may not be the most common ways that people are learning language today, they still offer us insight into how one learns a new tongue. Knowing the skills and limits of these strategies allows language learners and teachers to decide how best to approach their target languages.

### **1.2.1 Grammar Translation Method (GTM):**

Teachers who adopt the Grammar-Translation Method think that a major justification for learning a language is so that a student can read literature in that language. To do this, student requires to comprehend grammar and select the necessary lexicon. They also believe that, learning a second language is as beneficial as getting good exercise for the brain. it really builds up capabilities of thinking among students .

What does this mean for instruction in the classroom? Well, it's pretty traditional. Teacher is more powerful; the teacher is the boss. Other students listen and obey her instruction with the aim of knowing what she knows. In this technique students are able to translate between languages. Most of the time, they have to translate readings connected with the culture of the language they use.

The analysis of grammatical rules is the kind of learning that take place in the deductive approach among the students. Which means, they are told given rules and examples, scrutinized, forced to memorize them, and then told to apply such rules in other areas. They also translate such things as verb conjugations and words from their native language by heart. (anderson & Larsen-Freeman, 2011,p.39)

However, how do the students relate to each other in the chosen type of virtual learning environment? Not much! Far more often, the teacher initiates the chat, whereas the students just type in the responses. One gets the impression that the overall amount of verbal communication initiated by students is rather small and, therefore, the Students' Student communication is limited as well. In fact, there isn't much of a focus on principles for this specific field. (anderson & Larsen-Freeman, 2011,p.39)

It is here in these classes that the incorporation of literary language is most fitting! Being considered as more relevant than merely the spoken language that is used in people's day-to-day interaction. That is so, what students concentrate on obtaining—mainly literature and fine art from the aspect of culture. The words and grammar rules are at the focus of the lesson while readability and writing are activities through which learners spend most of their time. Speaking and listening? Those do not receive this type of attention. Pronunciation? Well yes, not much focus on that at all. The intent behind what is being taught can mostly be understood when all that is being said, has to be translated into the students' own language. (Anderson & Larsen-Freeman, 2011, p.39)

During lessons, most of the time students speak their native language rather than the target one. Tests often involve translating between both languages or answering questions about the target culture or grammar points. (Anderson & Larsen-Freeman, 2011, p.40)

If anyone makes a mistake or doesn't know something, no worries, the teacher steps in with the right answer. It's all about helping them learn. (Anderson & Larsen-Freeman, 2011,p.40)

### **1.2.1.1 Advantages:**

Grammar translation method has a positive and benefits which can be highlighted as so :

- Develops reading and writing skills
- Improves understanding of grammar rules and syntax
- Enhances vocabulary acquisition
- Suitable for learners who prefer a structured approach

### **1.2.1.2 Disadvantages:**

Grammar translation method has also some obstacle that need to be addressed :

- Limited focus on speaking and listening skills
- Can be tedious and boring
- Does not promote spontaneous language use
- May not be effective for learners who prefer a more interactive approach

### **1.2.2 Direct Method (DM) :**

Teachers using the Direct Method want students to learn how to talk in the target language. This aims to help students think in that language It's really important.

In this, the teacher leads class, but students get to be more involved compared to the Grammar-Translation Method. It like teamwork, Teachers and students are partners in together. (Anderson & Larsen-Freeman, 2011, p.52)

Those using Direct Method believe it's crucial for students to connect meaning directly with the target language. When introducing new words or phrases, teachers show what they mean using real objects, pictures, or even acting them out. They never translate into the students' first language. Students speak a lot in the target language and practice as if communicating in real-life situations. The syllabus focuses on everyday situations, too. For instance, one unit might teach phrases for a bank visit, while another could cover shopping talk. Topics like geography, money, or weather also come up! (Anderson & Larsen-Freeman, 2011, p.52)

Grammar is taught differently here. Students learn through examples and discover rules by themselves instead of being given grammar rules outright. They practice vocabulary by making sentences that include new words. (Anderson & Larsen-Freeman, 2011,p.52)

Interaction happens both ways! The teacher talks to students, and they talk back, although teachers often guide this interaction. Students even have conversations with each other. (Anderson & Larsen-Freeman, 2011,p.52)

Most of the time, focus is on speaking rather than writing. Students learn common speech patterns in the target language and dive into culture too—like knowing the history of the people who speak it and what daily life looks like there!

Vocabulary is super important! While all four skills (reading, writing, speaking & listening) are practiced from day one, speaking is seen as essential. So, reading and writing activities

usually follow what they've practiced orally first. Right from the beginning, pronunciation is also important. (Anderson & Larsen-Freeman, 2011, p.53)

In class, students should not use their native language—it helps them immerse fully!

in Direct Method classes, students are encouraged to use the language instead of merely showing off what they know about it. This includes both speaking & writing skills. For example, they might chat with the teacher or write a short paragraph about a lesson. (Anderson & Larsen-Freeman, 2011, p.53)

The teacher uses different techniques to help students correct themselves when they make mistakes—it's all about learning together (Anderson & Larsen-Freeman, 2011, p.53).

### **1.2.2.1 Advantages:**

direct method has a positive and benefits which can be highlighted as so:

- Develops all language skills (reading, writing, listening, and speaking)
- Enhances communication and interaction skills
- Suitable for learners who prefer a more interactive and spontaneous approach
- Encourages learners to think in the target language

### **1.2.2.2 Disadvantages:**

Direct method has also some obstacle that need to be addressed:

- May not be effective for beginners who need explicit grammar instruction
- Can be challenging for learners who prefer a more structured approach
- Requires a high level of teacher expertise and training

- May not be suitable for large classes or limited resources

### **1.2.3 Audiolingual Method:**

As for teachers' beliefs, they all agreed that more emphases should be put on the extent that students need to overlearn the target language. This assists them to speak without the chance to ponder on what they are saying. Just imagine that teachers are similar to the conductors of an orchestra, don't you? In a way, they teach students what to do and what to say to someone, it is a kind of an example. (Anderson & Larsen-Freeman, 2011, p.70)

New words and grammar are introduced in a drama form where the children can feel free and play. Students learn by copying an effective conversation, and by repeating such drill like a parrot. It's all about repetition! Besides, cultural elements can be incorporated into dialogues and lessons and are used in them. That way students are guided through and fully aware of the nature of the language they are learning. (Anderson & Larsen-Freeman, 2011, p.71)

The Audio-Lingual Method has the view of a language as something structured. They read attentively paying attention to sounds, words forms and the structure of the sentences. One major assault of this approach is that everyday speech is really stressed. We also need to be fluent in oral and listening skills, I found it very important too! Composing as a skill comes after the writing skill and is achieved from what has been, orally exercised. An additional strong emphasis, right from the start, is made on pronunciation and it does not

seem to matter which technique or approach is used. (Anderson & Larsen-Freeman, 2011, p.71)

During a teacher's class, only the target language is spoken. This minimizes interferences of the first language to the students since language which is a cause of interferences is only introduced at lower levels in B and C.

the Audio-Lingual Method is, on the whole, imitation, dactylography, adoption of the culture of the foreign language under study, and minimization of the usage of the first language of the learner. (Anderson & Larsen-Freeman, 2011, p.72)

### **1.2.3.1 Advantages:**

Audio lingual method has positives and benefits which can be highlighted as so:

- Improves listening and speaking skills
- Enhances pronunciation and intonation
- Develops spontaneous language use
- Suitable for learners who prefer an interactive approach

### **1.2.3.2 Disadvantages:**

Audio lingual method has also some obstacle that need to be addressed :

- Limited focus on reading and writing skills
- Can be time-consuming and repetitive
- May not be effective for learners who prefer a more structured approach
- Does not provide explicit grammar instruction

### 1.2.4 The Silent Way:

Students should definitely go for language to express their ideas, emotions and perceptions Teachers have a very active role here. They afford incidental support in relation to prior knowledge that students have This promotes learning that is guided by the students themselves (Anderson & Larsen-Freeman, 2011, p.93)

Phonemes are the building blocks that form the basis of learning of any particular language. By applying colors in connections, it will ease understanding and assist in pronunciation of words for everyone. Activities that are used in class involve aspects that test the level of understanding of students in structures. Their learning is even better enhanced because they even get feedback from friends and teachers, (Anderson & Larsen-Freeman, 2011, p.93)

This means that when the students make mistakes it is actually beneficial! It directs teacher about where they have made things complex and aids in instructional delivery without a strict adherence to grammar. It is possible to note that all the skills – reading, writing, speaking, and listening – are emerging at the start. This follows a sequence used and produced by students and has always followed the same natural sequences of usage. (Anderson & Larsen-Freeman, 2011, p.94)

Also, it would be perfect if a school acknowledges a student's first language especially in his learning process. Teachers should always be able to take interest on what the students need in the present time and also, listen to them. (Anderson & Larsen-Freeman, 2011, p.94)

good language teaching is all about how to help students to communicate. It continues what they already know and makes them interested while at the same time accommodating what they need! (Anderson & Larsen-Freeman, 2011, p.94-95)

**1.2.4.1 Advantages:**

The silent way has positives and benefits which can be highlighted as so:

- Encourages active listening and observation
- Fosters critical thinking and problem-solving skills
- Allows learners to focus on the message rather than the teacher's language
- Can be effective for learners who are shy or hesitant to speak

**1.2.4.2 Disadvantages:**

The silent way has also some obstacle that need to be addressed:

- May be difficult for learners who are not used to visual aids or gestures
- Can be slow-paced and may not be suitable for learners who need to learn quickly
- May not provide immediate feedback or correction
- Can be challenging for learners who are not familiar with the culture or context of the language.

**1.2.5 Community Language Learning (CLL):**

It describes exactly how teacher assist students on how to use a new language in a friendly manner. It also enables them understand the learning process they go through. In the initial phase of the model, the teacher acts like an enabler aiding the al learners as they transition from needing aid to being self-motivated and easily able to collaboratively work.

(Anderson & Larsen-Freeman, 2011, p.127)

What follows is an agenda of five steps in this learning process. While the former is a forced dependence on an instructor, the latter is a forced independence as students begin as needy learners but end as learner dependent on personal autonomy. The teacher interest changes, targeting on the extent of flow as the activity begins and then focusing on the extent of the errors as the activity progresses. This can be seen by the fact that interaction between students and teachers is very active. That is why it is necessary to have both students supporting each other and receiving directions from the teacher while making the atmosphere warm and friendly. (Anderson & Larsen-Freeman, 2011, p.128)

Now, there are six key elements that make non defensive learning work: perceiving security; expressing self-assertion without dominance; attracting focus; evaluating and mentally storing content; recalling content well; and distinguishing between materials. These parts are really beneficial in command of the language. (Anderson & Larsen-Freeman, 2011, p.130)

Initially, the students are able to develop from their own practice the type of material that they require to use. They start using materials that are prepared by the teacher once they gain more confidence in what they do. Concerning the evaluations, it better to remain with the main ideas of Community Language Learning. This means promoting reflexivity and constructing the ways of evaluation, which comprise components instead of strict tests referring to one perspective. (Anderson & Larsen-Freeman, 2011, p.130)

Thus, in regard to the development of the support system for the students, CLL is at its best when the selected group of learners is to become more independent and confident in the utilization of the new foreign language.

### **1.2.5.1 Advantages:**

Community language learning has positives and benefits which can be highlighted as so :

- Encourages learner autonomy and self-directed learning
- Fosters a sense of community and social interaction among learners
- Allows learners to learn from each other and share their experiences
- Can be effective for learners who are motivated by social interaction and peer support

### **1.2.5.2 Disadvantages:**

Community language learning has also some obstacle that need to be addressed:

- May not provide structured instruction or guidance
- Can be challenging for learners who are shy or hesitant to participate
- May not be suitable for learners who need individualized attention or correction
- Can be difficult to manage and facilitate, especially in large groups

### **1.2.6 Total Physical Response (TPR):**

Total Physical Response (TPR) is a language teaching method that reduces student stress through fun learning experiences. TPR is designed to promote language acquisition, including a child's native language. Teachers initially direct student behavior through nonverbal commands. After 10-20 lessons, students gradually become more confident speakers. Lessons consist of command modeling, individual demonstrations, and

humorous activities that promote comprehension. TPR prioritizes spoken language and vocabulary and uses imperatives common in early childhood language interactions. As students progress, there is an emphasis on low-pressure learning experiences, with performance of skits and commands serving as assessments. Teachers are encouraged to tolerate mistakes and to correct only the most serious ones initially. (Anderson & Larsen-Freeman, 2011, p.144-145)

### **1.2.6.1 Advantages:**

Total physical response has positives and benefits which can be highlighted as so:

- Engages learners physically and kinesthetically, making language learning more memorable and enjoyable
- Can be effective for learners who are visual or kinesthetic learners
- Encourages learners to focus on the meaning of the language rather than just the words
- Can be used to teach a wide range of language skills, including vocabulary, grammar, and pronunciation

### **1.2.6.2 Disadvantages:**

Total physical response has also some obstacle that need to be addressed:

- May not be suitable for learners who are not comfortable with physical activity or movement
- Can be challenging to implement and manage, especially in large groups
- May not provide opportunities for learners to practice speaking or listening skills

- Can be limited in its ability to teach complex language structures or abstract concepts.

### **1.2.7 Communicative Language Teaching (CLT):**

The end goal for Communicative Language Teaching (CLT) is the capacity of students in using the language which is under study to communicate. This calls for knowledge in Language form, meaning as well as the function of language. Teachers too have another important function in that they help ensure communication by setting up circumstance that will lead to student interaction as well as acting in an advisory and co-communication capacity. Thus, only through such practices in real communication in CLT that activities whose aspect of information, choice and feedback is incompletely supplied to enable students' participation. Students feel free to share their special thoughts and it also helps them to become motivated and confident while working in a group. Although, the knowledge of appropriate language variety, rules and norms are crucial components of language, communicative competence is concerned with utilizing the above aspects in different contexts. Teachers monitor and mark both the accuracy and the fluency with regard to non-acceptance of errors during fluency, but accepting mistakes since their goal is to develop the students into communicators. (Anderson & Larsen-Freeman, 2011, p.161-163)

#### **1.2.7.1 Advantages:**

Communicative language teaching has positives and benefits which can be highlighted as so:

- Emphasizes the importance of communication and interaction in language learning
- Encourages learners to use language in meaningful and authentic ways
- Can be effective for learners who are motivated by real-life communication and practical applications
- Provides opportunities for learners to practice a range of language skills, including speaking, listening, reading, and writing

### **1.2.7.2 Disadvantages:**

Communicative language teaching has also some obstacle that need to be addressed:

- May not provide structured instruction or guidance, especially for learners who need support or correction
- Can be challenging to implement and manage, especially in large groups or with limited resources
- May not be suitable for learners who are not comfortable with improvisation or uncertainty
- Can be difficult to assess and evaluate learner progress and achievement

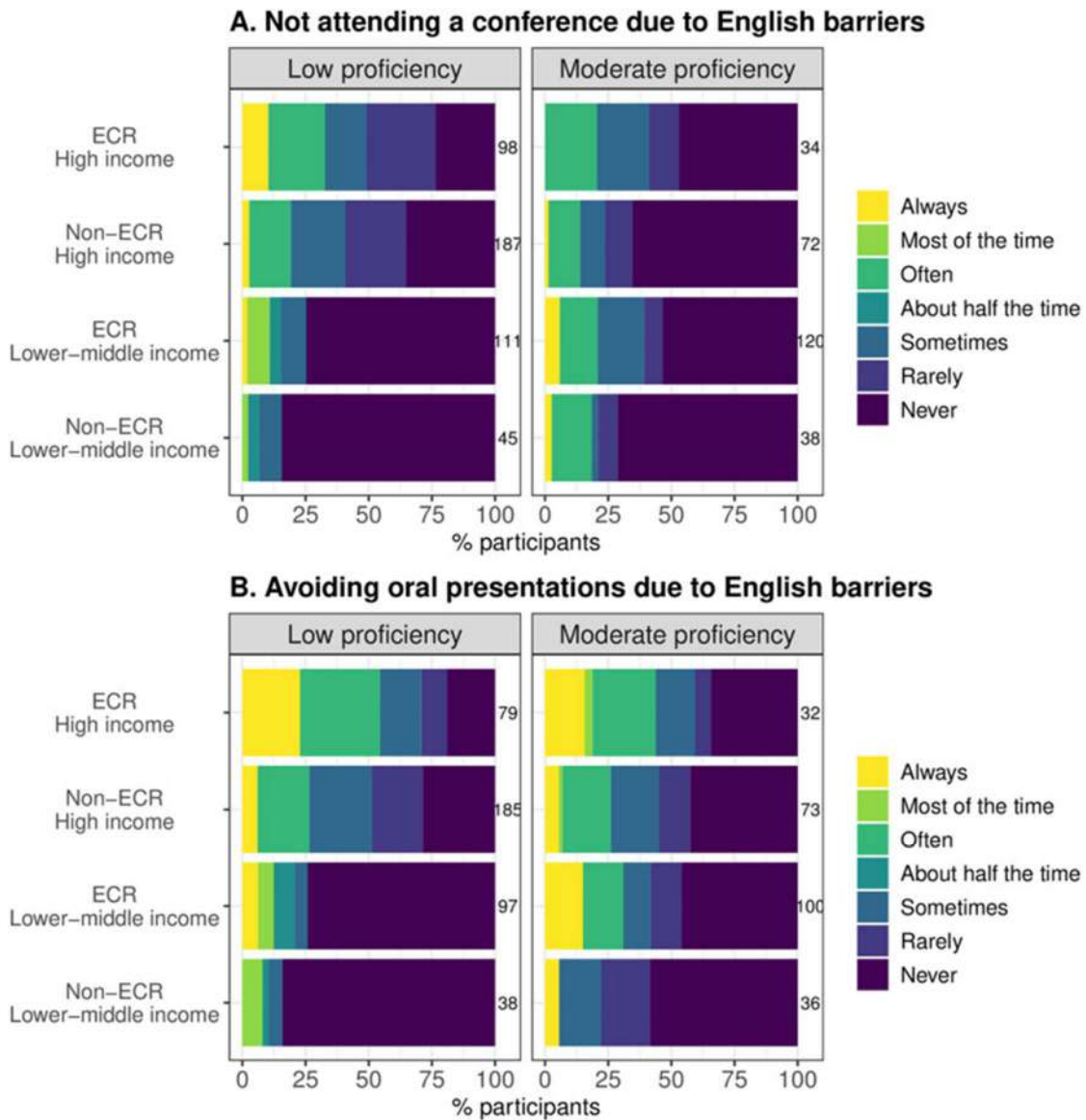
## **1.3 Challenges Faced by Non-Native Speakers :**

Communication challenges and cultural discrepancies are significant obstacles for non-native English speakers in the scientific realm. Research indicates that these individuals often invest more time and effort in scientific tasks conducted in English compared to native speakers (Amano, et al., 2023) This additional effort includes reading and writing scholarly papers, preparing presentations, and disseminating research in

multiple languages. As a result, non-native English speakers may face difficulties when attending or presenting at international conferences held in English (Amano, et al., 2023)

Moreover, non-native speakers typically require longer preparation times for delivering oral presentations in English, regardless of their career stage (Amano, et al., 2023) This disadvantage can hinder their ability to effectively share their work at conferences. The extra time dedicated to language-related tasks contributes to a substantial barrier in advancing their scientific careers (Amano, et al., 2023)

In summary, language barriers and cultural differences pose notable challenges for non-native English speakers in science, leading to inequities in career progression. It is essential for the scientific community to recognize these challenges and work towards reducing language barriers to foster fairness and inclusivity within the field.



**Figure 1.1: Language barriers to participation in conferences.**

The frequency of (A) not attending an English-language conference and (B) avoiding oral presentations at an English-language conference due to the lack of confidence in English-language communication. An ECR (early-career researcher) was defined as someone with 5 or fewer English-language papers. The numbers on the right of each bar represent the

sample size. The data underlying this figure can be found in S1 Data. (source: reference (Amano, et al., 2023))

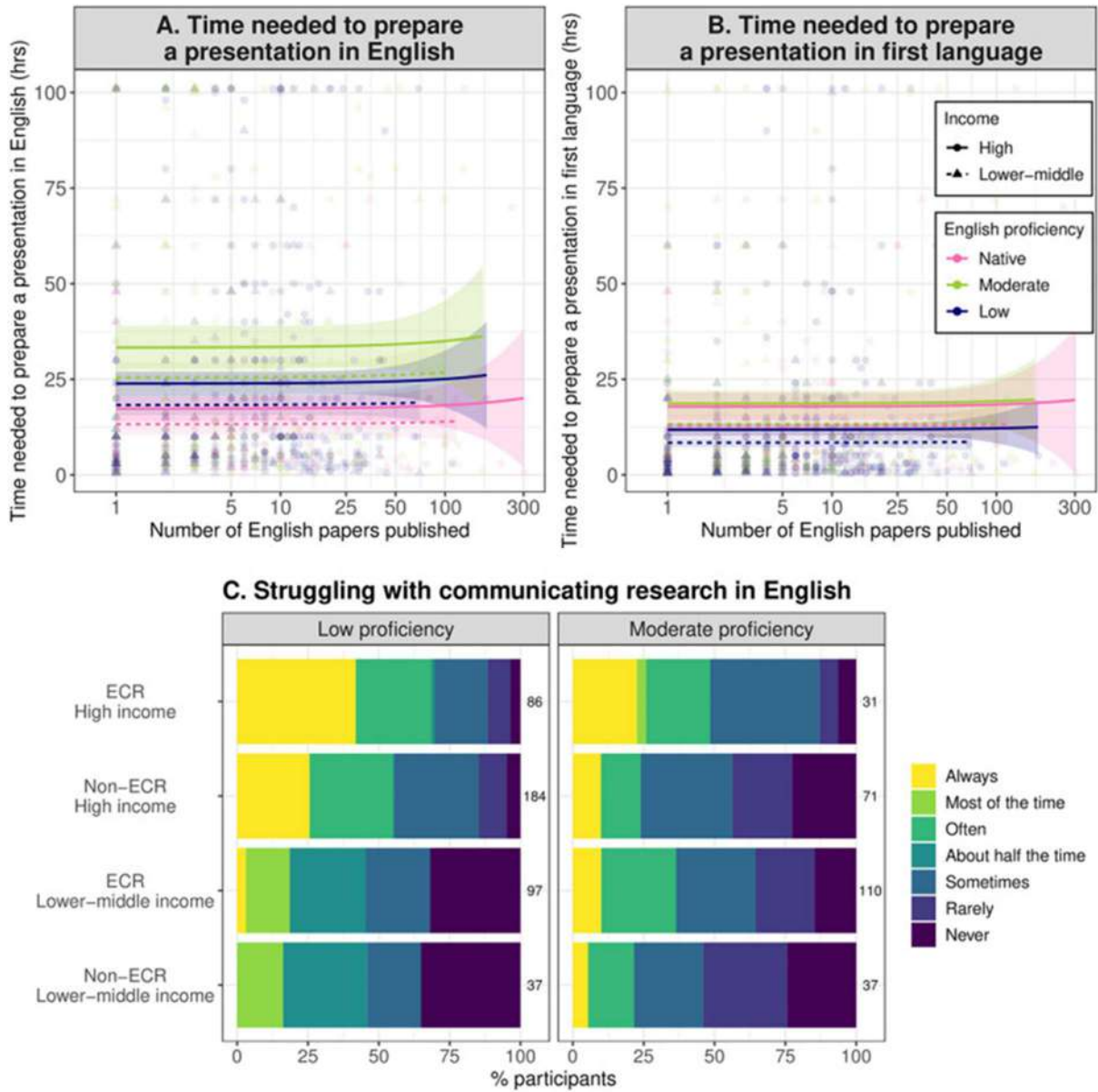
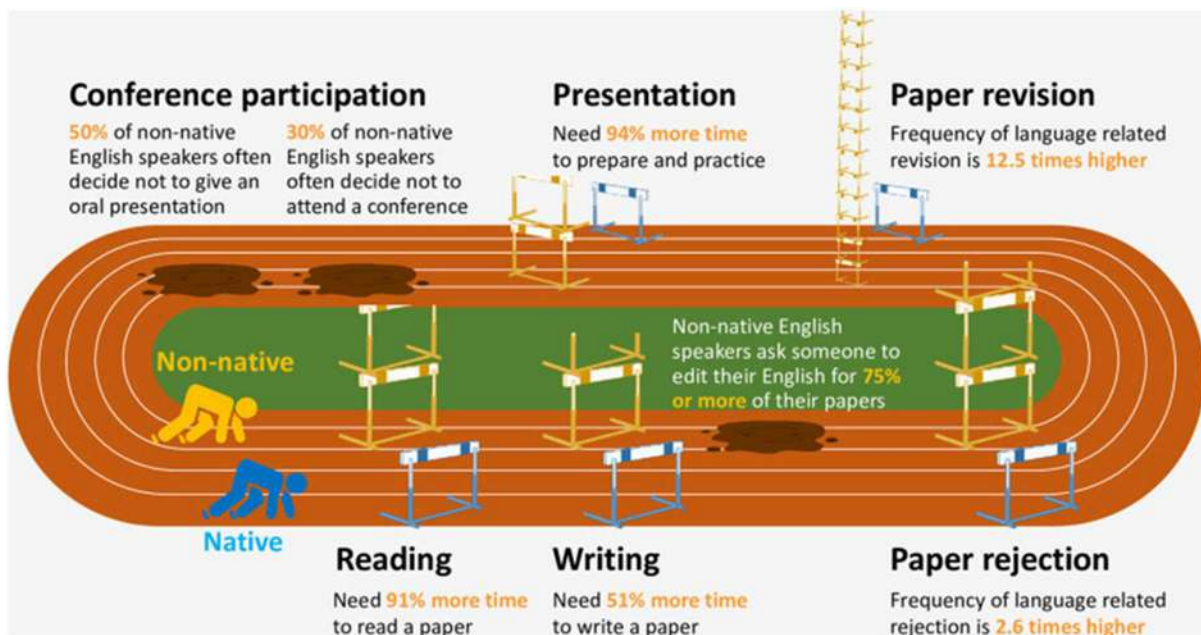


Figure 1.2: Language barriers to preparing and conducting presentations in English.

- (A) Number of hours needed to prepare and practice an oral presentation in English.
- (B) Number of hours that would be needed to prepare and practice the same oral presentation in one's first language.
- (C) Frequency of not being able to explain research confidently during a presentation due to English-language barriers.

The regression lines (with 95% confidence intervals as shaded areas) in (A) and (B) represent the estimated relationship with the number of English-language papers published (shown on the log 10 -transformed axis), based on the results shown in S15 and S16 Tables. In (C), an ECR (early-career researcher) was defined as someone with 5 or fewer English-language papers published so far. The numbers on the right of each bar represent the sample size. The data underlying (A) and (B) are raw data directly from the survey questions, which our ethics approval prevents us from sharing to secure confidentiality of the respondents. The data underlying (C) can be found in S1 Data. (Amano, et al., 2023)



**Figure 1.3: Estimated disadvantages for non-native English speakers when conducting different scientific activities.**

The height of hurdles indicates the relative length of time taken to read an English-language paper (Reading), to write a paper in English (Writing), and to prepare an oral presentation in English (Presentation), and the relative frequency of an English-language paper being rejected (Paper rejection) or requested to revise (Paper revision) due to English writing, for non-native English speakers (Non-native), compared to native English speakers (Native). The values are for non-native English speakers who have published only one English-language paper (higher value from moderate and low English proficiency nationalities), compared to the values for native English speakers. This figure is not intended to suggest that science is a race. (Amano, et al., 2023).

## **1.4 Digital Tools in Language Acquisition:**

Digital tools for learning languages are all about using technology to help pick up new skills. When teachers use these tools well, they can make learning super fun, This helps students get better at languages and improve their overall education.

### **1.4.1 Online Language Learning Platforms:**

It becomes to understand that the way that learn languages online has been vastly differed from before. However, quite many virtual platforms are available today which provides full and flexible approach to learning. They have structured tutorials in terms of videos, assignments, quizzes and normally encompass different abilities (T. EMB 2024). It is clear that people can study at great schools without going anywhere There is no longer

a need to be in a traditional classroom if life becomes busy. According to the information that has been gathered, the following conclusions were made by various scholars, (Delfia Herwanis, Rahmanita, & Rusmiati, 2023, p.61).

things like forums and the live classes present an avenue through which students can get to interact with their teachers and equally with their counterparts. This fosters equal interaction for all individuals to contribute and participate in contributing to each other's needs (T. EMB, 2024). They provide loads of languages, multimedia content and fun lessons which will help learners not to get bored. The following terms have been coined.

Furthermore, also, these platforms help in connecting people and people around the world. People who are interested with languages can exchange information and testimonies ((Patil, 2024),(T. EMB, 2024). In other words, shifts towards online learning are in fact an essential part in increasing our proficiency in language. They provide organized lessons and promote cooperation as well as cultural exchange among students all over the world.

#### **1.4.1.1 Comparison of popular online language learning platforms:**

It is always quite fun to look at what makes them special when choosing the most popular platforms for learning languages. Some of the top picks of language learning programs include Duolingo, Babbel as well as Rosetta Stone. (B. C. Jensen, 20240). Activities in Duolingo once learners complete a section guide them back to the next day's practices making learning like a game. In contrast, Babbel focuses on a person's speaking and grammar, and it will teach how to chat effectively. Next there is Rosetta Stone that facilitates to start thinking in the target language not translating (B. C. Jensen, 2024). The

listening, speaking, reading, and writing activities are included in each of the platform for purpose of interaction.

Also, These platforms also have made it easier for everyone to learn languages to (Various languages, 2023). Now at least individuals throughout the world can participate at their home in large events. The emergence of new products such as applications for mobile phones, YouTube, and podcasts as well as social networks keeps different languages around us all the time. Further, courses offered online by schools provide plethora of structured tutorial opportunities to study online. (V. languages, 2023).

Digital tools for language learning is on the increase due to wanting better employment status and personal development (Patil, 2024). The draw for more people getting into the online language learning is because it is famous and affordable. According to the Kings Research as forecasted by Patil in the year 2024. This trend will also fuel the need of acing digital content that is unique and serves learning styles and needs.

#### **1.4.1.2 Advantages and Disadvantages of Using Online Language Learning**

##### **Platforms:**

As with most aspects, online language platforms are beneficial and advantageous but come with a few drawbacks for learners as well. Students learn these tools may be helpful while searching for or browsing study materials or to revise practical skills. As claimed from (Delfia Herwanis, Rahmanita, & Rusmiati, 2023,p.63). students use these tools for convenience in accessing study materials, enhancement of practical skills, and development among other things. They also allow students to engage the native speakers as well. Approaches employed by such sites as Rosetta Stone make the learner think in the language of their choice, without having to first translate.

However, all is not well and there is always that one flaw which cannot go unnoticed. There are cases when the users may observe that this gets really tedious, or even blends in a little confusing when new words are mandated (Levy, 2020). For instance, the Pimsleur method may come with a hefty price tag in which may prove to be unaffordable to those who intend of learning the new language.

However, all the people interviewed have argued that online forums should do wonders to language learning. It provides an all-encompassing avenue through which a learner can be exposed to listening, speaking, reading and writing aspects (B. C. Jensen, 2024). It enables the learners to pursue the language in many different ways. As technology continues to improve (Vulchanova et al., 2017), technology will play a very crucial role in assisting to learn new languages.

However, it cannot be denied that there are drawbacks regarding the use of online language learning platforms. However, the benefits that can be gained from using online language learning platforms have more advantages as compared to the disadvantages mentioned above. These tools give easy access to materials: opportunities to get some practice in real life and improve language proficiencies as well. Teachers especially the learner should view the digital tools as necessary partners when tackling a new language adventure.

#### **1.4.2 Language Learning Apps:**

Apps to learn new language have really grown especially in our digital society. They are convenient and extremely effective for every individual who wants to enhance the language skills. Such as fun and interactive lessons in many languages such as Duolingo, Babbel, Rosetta Stone (T. cate, 2024) Users receive assistance on difficult word

translations, ways on how to increase vocabulary, and useful blocks of education that enhances vocabulary of users on structuring of sentences (T. cate, 2024). Also, many of them are also on the web to access and the speech recognition more easily (T. EMB, 2024).

One which can be said is that the touch of these apps is equally possible on the smartphone or the tablet. implies that it can be practiced at any time and any place (T. EMB, 2024).

They embrace smart technology in teaching and learning, specifically; artificial intelligence and machine learning. Thus, all is tailored into your ability and frequency (T. EMB, 2024): This makes learning better because they get exercises that keeps them motivated and on toes (T. EMB, 2024).

Also, it is important to note that language learning apps or website often have a free version but they also have the paid version and so for (T. cate, 2024). Here, fun lessons, quizzes, flashcards, progress tracking, and adaptive experiences (T. EMB, 2024) help these apps to hasten the process of achieving fluency.

Thus, in general, the consumption of language learning applications is highly valuable these days. They provide interesting aids that meet needs of learners at all CLASS levels. Due to their convenient and ergonomic designs and features these tools assist people to become proficient in their preferred languages regardless of initial skills level or the rate or learning ((M. Andrade, 2023), (T. cate, 2024), (T. EMB, 2024).

### 1.4.2.1 Analysis of the Features Offered by Language Learning Apps:

Globalization and particularly the modern means of communication, common to all people have led to many changes in the process of learning languages through language apps. And all the different types of learners, whether visual, auditory, or physical, are well catered for. Application such as the Duolingo, Babbel and Rosetta Stone have incorporated games and suggestions for vocabulary for each learner's journey (T. cate, 2024). Some of these apps even have elements of games to keep the users interested; you can practice grammar and speaking depending on your own convenience. Some of these applications include; Thus, radio, in 2023; smart algorithms as well as AI use to assist these applications in adapting in the effectiveness of the users. In addition to that, they offer function-specific workouts along with immediate performance reports (Radio, 2023). The users also receive additional translations for difficult words and context tips that facilitate the process of studying in general (T. cate, 2024).

Their structured modules open up as you go through this way, it helps to build the word and the sentence frame at the same time while keeping the motivation up (T. cate, 2024). With enhanced features of visibility on smartphone and easy voice recognition on the computer, many of the apps is available in the category available with free of cost offer with additional extra features at a cost are available by in-app purchases (T. cate, 2024). As a result, these app combine cool features with accessibility and engagement to become indispensable tools for language enthusiasts.

### 1.4.3 Online Language Exchange Platforms:

Well, it's high time to discuss the online language exchange platforms. They have revolutionized how people prattle their tongue. Some of such website are Pep Talk Radio, Tandem and HelloTalk where users can meet up with native speakers as mentioned in (Radio, 2023). You can type because it is text, or talk because it's video-communication to get first-hand experience.

These platforms are way very vital since they provide the speaking a foreign language practice which is very vital when learning a foreign language. That is stated in (Parr, 2024, para 2). This also gives a chance to engage with other learners and makes cultural relations as well. In this interactive way of teaching and learning ,you really get to learn new languages are used in live situations.

Here, AI on these platforms plays a role of connecting learners with native speakers of their target languages as shown in (T. EMB/24). It encourages a conversation that enjoys a hilarious relation of the knowledge one gets from the studies on how it is practically applied in the casual world. Most times chatting with other native speakers introduces the learners to other more essential elements of the language that are cultural.

To sum it up: online language exchange serves the people in the manner which is very active and lets the individuals practice and master the languages. They provide practical areas for a real conversation with native speakers, which makes everybody combine the cultural backgrounds and increase the rate of fluent speech.

### **1.4.3.1 Examples of Online Language Exchange Platforms:**

some examples of these places are: HelloTalk,Reddit,Preply as well as Facebook. For individual courses or lessons with the tutor and learners concentrate on something that they require, Preply is neat. However, it could sometimes prove a little difficult to find a good partner via exchange (Parr, 2024). On the other hand: HelloTalk is popular, It is a language exchange with more than 18 million users who can exchange texts, voice messages and even call each other anytime during a conversation, it also assist on choosing when to code switch. (Parr, 2024).

Whereas Reddit and Facebook do make things easier by providing forums or even private groups where to look for partners. Reddit has many subreddits of similar interest so it can assist users find likely matches while on Facebook there are personal sub-groups for those who have close to the same goals to learn.

There are also those like Free4Talk and Speaky, they are good in connecting learners so that they engage in speaking to the native speakers which Enhances communication skills (Gelen & Tozluoglu/I, p1-5; Gibbons/204). In short, there are at lot of possibilities of practicing languages on-line in varied ways and getting some fun, occasional valuable insights into the cultures of native speakers (Gelen & Tozluoglu/I, p6-10).

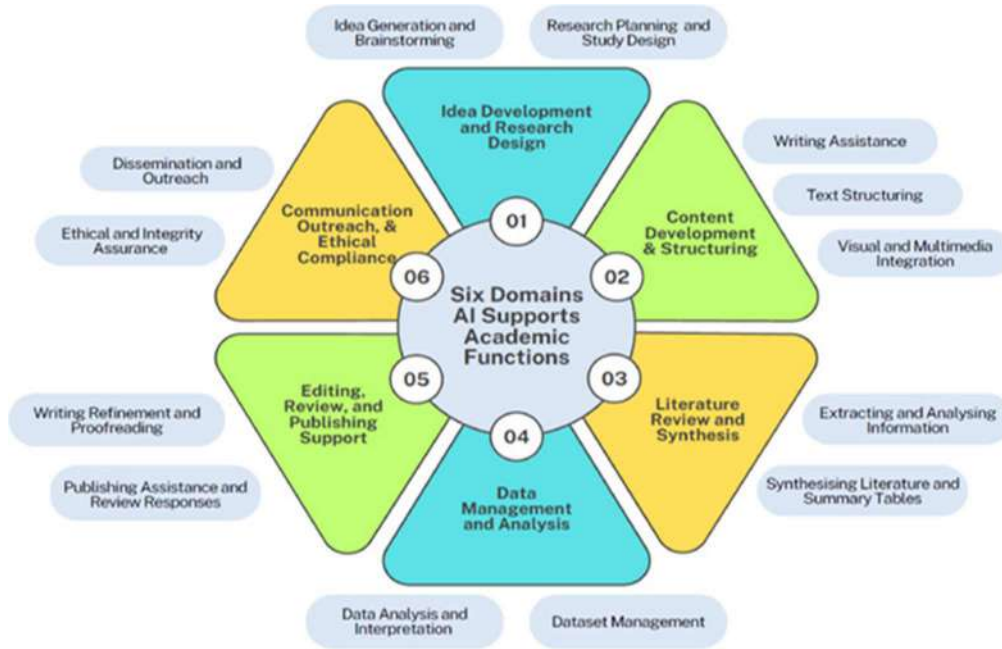
### **1.4.4 Artificial Intelligence in Language Learning:**

The appearance of artificial intelligence (AI), particularly in the context of language learning, has brought about a substantial shift in the world of education. (Majovsky et al.2023) point out that AI applications like ChatGPT can take academic writing and scientific publishing to new levels of efficiency and quality. They do this by generating the

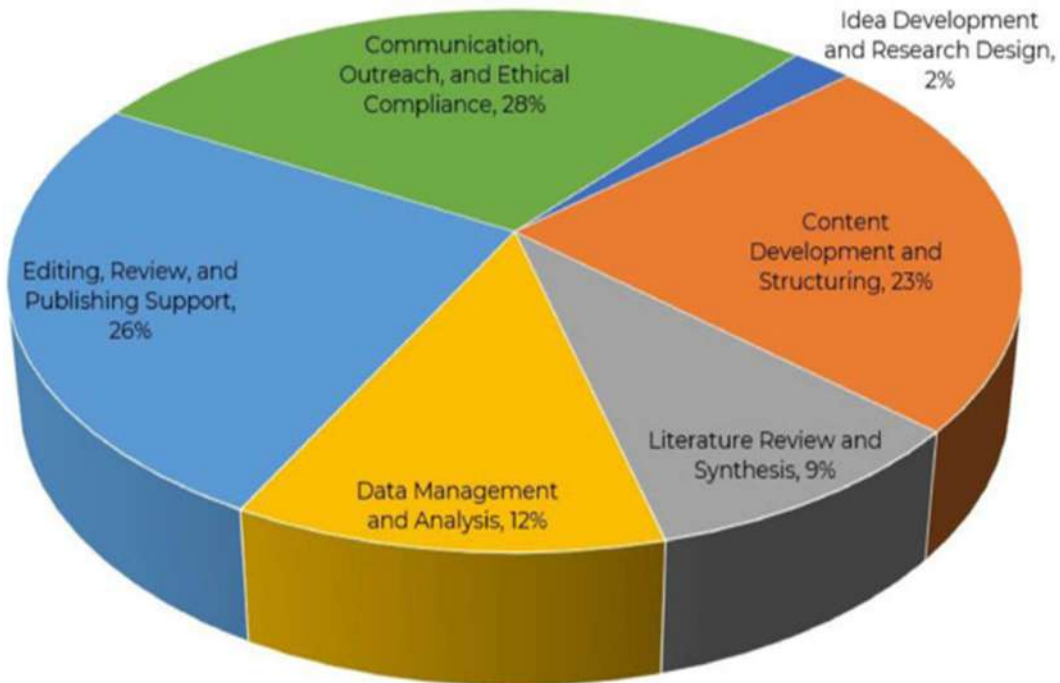
text that needs to be written, summarizing the information that needs to be studied, and providing support for the all-important decisions that must be made in tandem with the writing process. Tools like ChatGPT are changing the appearance and the research paradigms of language learning. They also are improving the appearance and the research paradigms of the next generation of academic medicine because AI language models generate much clearer, better structured, and more coherent texts for non-native English speakers than were found in earlier generations of hand-held or human-written language.

Artificial intelligence streamlines the scientific publishing process by simplifying the writing tasks and time demands that plague all but the most dedicated science authors. AI is now our co-pilot on these flights of fancy where we try to create order out of the various types of chaos that befall us when we undertake to write a scientific paper. It is worth underlining, however, that even as we take advantage of AI tools, we ought to be thinking hard about what it means to use them in a responsible and ethical manner. Outsourcing too much of the work to AI could lead to a problematic form of over-reliance that might well have the same basic structure as the over-reliance on our trusty computers that already plagues a significant part of our society (Svab et al., 2023).

To conclude with, utilizing natural interfaces such as ChatGPT, language learning could be enhanced to individual experiences enhanced creative freedom and streamlined academic paper writing. But to optimize the value of these technologies or benefits, there are some major issues of ethical dilemmas, risks and constraints educators need to counter.



**Figure1.4: The six domains where AI can improve academic functions. (source: reference (Khalifa & Albadawy, 2024,p.7)**



**Figure 1.5: AI potential contribution to academic domains. (source: reference (Khalifa & Albadawy, 2024, p.7))**

#### **1.4.4.1 Applications of AI in language acquisition:**

The concept of AI is relatively young and has advanced a great deal in the recent past and has actually gained its momentum and strength in the academia particularly in language modeling. ChatGPT is one of the most popular writing tutor services as well as the first point for many academic professionals and learners who look for assistance in academic English writing. ChatGPT is not without its shortcomings but it is quite useful when it is employed in different phases from research to submission of the final version. And it has the capability of helping in writing the structurally and linguistically complex sections of a research article or of a dissertation (Khalifa and Albadawy, 2024, p.3).

Applying the principles of clinical relevance, we present some of the positive uses of ChatGPT. ChatGPT can also be employed to help in summarizing information that has been captured in the EHR and that would be pertinent to the care of any patient. Despite this, there are vital ways ChatGPT can be useful as highlighted here, still, people have issues with the efficiency and realism of this innovation. As the languages of AI continue to get smarter we must still answer for the malpractice and hazardous clinical decisions that can be made as per those discoveries. (Khalifa & Albadawy, 2024,p.8).

Using AI tools, including the currently famous ChatGPT, for language learning as a case that can help learners with academic writing for non-natives English learners. Nevertheless, it is essential to note that there are drawbacks to these tools, which is why it is especially important for the given population, which is non-native English speakers. The follies,

drawbacks and conflicts of AI can be managed and this way the medium will provide support for the language learners that requires it.

### **1.5 Potential Impact on Non-Native Speakers:**

What AI will (or could) do to the non-English speaking people, who are living in developing, economically backward third-world countries, is a topic as big as AI itself and which AI is only beginning to manage. From the view of promoting equal participation of people who do not speak English in science, the cost of being understood in the majority's language is sometimes imposed on some participants. As seen with DeepL, a translation of excellent quality is now possible; however, the quality of the scientific discourse continues to depend on the writer's command of English. That's where AI tools such as ChatGPT can assist in terms of low-cost or even free English language proofreading services.

For instance, the generative AI tool named ChatGPT has shown a lot of development across many fields such as education. However, such advances as these brilliant inventions, the present uses of AI rarely account for non-standard terminologies, let alone dialects which place learners who do not understand the leading languages (like English) at a disadvantage as far as education is concerned. This type of scenario clearly shows that the linguistic diversity must not contradict the technological equality. The above facts are extensively supported by research done by Ta & Turner Lee, 2023.

Consequently, there has been advancement in the use of AI writing programs with EFL student composition as they have become systematic assessment tools that provide instant feedback and content improvement to EFL student writing. To what extent, therefore, are those programs effective when employed by EFL students? And hence, what is positive or

negative regarding their application in relation to the process of English as a Foreign Language writers? According to studies done by Marzuki, Widiati, Rusdin, Darwin, and Indrawati in 2023.

On the same note, the new advancement in artificial intelligence is used in the tutoring of Arabic to persons who have it as their second language. The fact that the near-instantaneous feedback can be offered by the AI is going to make the acquisition of the language much easier. It can also foster a more enabling climate in which the learners can ‘fool around’ with the language without having to consider their mistakes as someone will correct them. This at least is what the researchers who are about to design the systems would want to see happen. (Mohideen, 2024).

In sum, the application of AI tools in today’s society especially tools like ChatGPT can be of tremendous helpful when it comes to facilitating effective communication among individuals whether using their preferred or desired language. For scientists this will entail more professional language available to the general public. For all of us, it means applying the practice of inclusion and communicating inclusively better and throughout the world. The experience gained from the use of these tools is also enlightening to all of us personally and as a society, to enable us to be more effective as EFL communication partners. Finally, these tools can help provide success better and easier for all and provide tailored learning experiences for learners.

Feature/tool	Literature management	Writing assistance	Plagiarism detection	Data analysis	Specialized AI features
Zotero/Mendeley	Yes	No	No	No	No
EndNote	Yes	No	No	No	No
Grammarly	No	Yes	Yes	No	No
ChatGPT (OpenAI)	No	Yes	No	No	Yes
Turnitin	No	No	Yes	No	No
Copyscape	No	No	Yes	No	No
Tableau	No	No	No	Yes	No
ArXiv/Semantic Scholar	No	No	No	No	Yes
NVivo	No	No	No	No	Yes
MAXQDA	No	No	No	No	Yes
Leximancer	No	No	No	No	Yes
Quirkos	No	No	No	No	Yes
ATLAS.ti	No	No	No	No	Yes
Dedoose	No	No	No	No	Yes
Provalis Research	No	No	No	Yes	Yes
RapidMiner	No	No	No	Yes	Yes

**Table 1.1: Comparison of AI tools for academic writing and research. (source: reference (Khalifa & Albadawy, 2024, p.8))**

## 1.6 Benefits of Digital Tools for Language Acquisition:

Technology was said to be important in facilitating the learning of language especially for those learning English as second language learners. Available literature shows that the use of technology increases the effectiveness of language learning by enhancing the long-term retention of learned language (Ström and Fröjd, 2021, p. 6–10). Well-known teachers have mentioned higher motivation of students when using digital tools which create more effective and interesting learning process (Ström & Fröjd, 2021, p. 6-10). They do the same by developing a vocabulary by offering a range of online teaching resources for learners (Ström & Fröjd, 2021. p. 6-10).

By using facilities such as spelling programs and search engines, it enables students to learn it while writing using the computer in an active manner to master a new set of vocabulary, unlike when they just passively receive it through non-technology ((Ström & Fröjd, 2021) p. 31-35). Speaking activities in the course of English lessons also contributes to the learning of new vocabulary by using it during the communication rather than memorizing it ((Ström & Fröjd, 2021) p. 31-35).

Children engage in interactive digital games after school and these cause enhancements in their vocabulary and comprehension of English as these are actual exposure to the language out of the lesson environment (Qasim, 2021). From sociocultural learning activities' point of view, digital tools are utilized to facilitate learning activities and thereby modify the cognitive process since the tasks are scaffolded and open-ended discussions are encouraged (Huong & Hung, 2021, p. 1-5). Thus, it is seen that using the above-said resources within the English educations build up the digital literacy of learners as well as promote them to read actively (Huong & Hung, 2021, p. 6-10).

It is therefore clear that the use of as mentioned above digital tools in languages learning has several benefits. They motivate students, help in memorizing the words and develop engaging learning-teaching arrangements applicable for different learning requirements (Robin & Azlina , 2022,p.1-5).

## **1.7 Integration of Digital Tools into Language Acquisition Programs:**

To effectively integrate digital tools into English language learning, educators should adopt a blended approach that combines traditional teaching methods with modern technologies. This strategy allows for a well-rounded learning experience tailored to diverse student preferences.

### **1.7.1 Strategies for Incorporating Digital Tools Into Traditional**

#### **Language Acquisition Programs:**

For these sources to be integrated with traditional mode of learning, the educators require an integrated approach. Integration of cultural artefact related activities is important in order to provide the learners with the opportunity to encounter different cultural settings and hence ensuring the development of intercultural skills (Alibakhshi, Lu, & Labbafi, 2024). Teachers should incorporate or choose media contents such as videos, podcasts or any other form of multimedia including learning modules (Alibakhshi, Lu, & Labbafi, 2024). Flexibility in the learning schedules enables the consideration of the availability of each learner and the availability of asynchronous forms of communication (Alibakhshi, Lu, & Labbafi, 2024). The use of real context in digital activities helps the learners engage in activities because the activities relate to real-life situations (Alibakhshi, Lu, & Labbafi, 2024). Sharing feedbacks through the language learning platforms respond to the inquiries

on time and correct the language usage efficiently (Alibakhshi, Lu, & Labbafi, 2024). Also, the use of digital communication tasks could help to introduce learners step by step to spoken and written interactions/build up their readiness to communicate, thus alleviating their communication apprehension (Alibakhshi, Lu, & Labbafi, 2024). The use of such strategies allows traditional language learning programs to include technology in the learning process effectively and enhance the learners' performance.

### **1.7.2 Best Practices for Maximizing the Effectiveness of Digital Tools in Language Learning:**

Incorporation of digital resources into any applied language learning and teaching processes should to the utmost extent, thus positive strategies, which can facilitate negative engagement and result to achievement, should be adopted. This is in line with the statement made by B. C. Jensen in (2024) that language learning ought to be multiple-dimensional and that is why all competence concerning FLP involve reading, writing, listening and speaking. Initially, the combination of the applications with podcasts as well as the handling of exercises on websites with integrated practice on exchange platforms leads to an intensive learning process for the learners.

As what is stated in (Alibakhshi, Lu, & Labbafi, 2024), a variety of contents like videos or an interactive module provides a better understanding because it complies with the desired modality of a learner. Another factor which also relates to the management of learning schedules' readiness is the ability to meet different learner needs (Alibakhshi, Lu, & Labbafi, 2024). To really leverage the identified opportunities incorporated actual settings into mock and actual utilization within the digital media (Alibakhshi, Lu, & Labbafi, 2024).

Also in the same study, using feedback in the form of constructive features and as soon as possible (Alibakhshi, Lu, & Labbafi, 2024) helps to advance the learning process. By helping learners to build their confidence level on communication and encouraging different forms of communication by gradually exposing them to interactions, the learners are willing to communicate (Alibakhshi, Lu, & Labbafi, 2024). With reference to these guidelines, it is possible to enhance the impact of technology services in learning the language and promoting the atmosphere of engagement among the students.

## **1.8 Limitations of Digital Tools in English Acquisition:**

In the process of language learning when people apply technologies to support their learning, they encounter regular challenges. Some of the impediments are as follows Transition to new online environment, constraints impeding access to technology, lack of motivation and interest, and feelings of stress, anxiety, and loneliness.

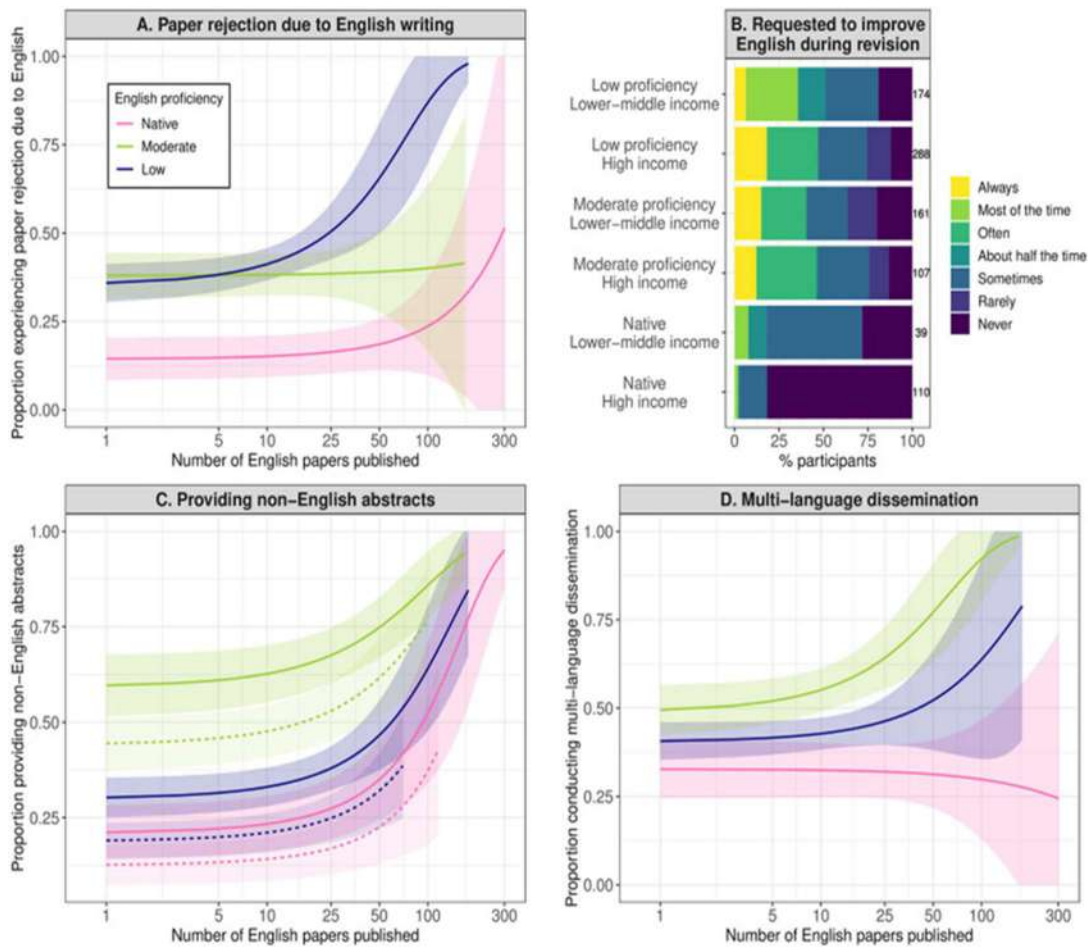
### **1.8.1 Issues With Accuracy and Reliability:**

For teaching and learning of English language, then it is important to emphasize accuracy and reliability when engaging the students through the use of digital tools. As it is found, for students whose mother tongue is not English, they spend more time and energy to complete a paper than the foreigners who are native English speakers, and this seems disadvantageous once they seek to publish their papers as the publication committee ((Amano et al. , 2023). To put the argument into the context, there is also a worry that students may lean heavily on AI writing aides which may affect normal learning and self-editing, critical thinking, and creativity in writing (Marzuki, Widiati, Rusdin, Darwin,, & Indrawati, 2023)

Some of the models have been found out to exhibit bias such that they were only able to detect text written by native speakers (Feffer, 2023). Large scale language models such as ChatGPT are capable of biasing the assessment of writing belonging to non-native writers for quality and originality (Dwivedi, et al., 2023).

Also, conflicts of law relating to AI develop such as legal ownership and copyright come into question when establishing AI system responsibility for errors or issues concerning the content created (Dwivedi, et al., 2023).

All in all, it is crucial to guarantee reliability and validity of the IT tools used for learning English. These expose the potential biases, risks of over-reliance and legal concerns that are likely to occur when using these tools in language learning, hence the importance of reviewing the usefulness of such applications.



**Figure 1.6: Language barriers to paper publication and dissemination.**

(A) Proportion of researchers who have experienced rejection of a first-authored English-language paper due to English writing.

(B) Frequency of being requested to improve English writing during the revision of first-authored English-language papers.

(C) Proportion of researchers who have provided non-English-language abstracts of English-language papers.

(D) Proportion of researchers who have disseminated English-language papers in other languages as well as English.

The regression lines (with 95% confidence intervals as shaded areas) in (A), (C), and (D) represent the estimated relationship with the number of English-language papers published (shown on the log 10 -transformed axis), based on the results shown in S9, S11 and S12 Tables. Income level (solid line: high; dotted line: lower-middle) was only significant and thus shown in (C). The data underlying (A), (C), and (D) are raw data directly from the survey questions, which our ethics approval prevents us from sharing to secure confidentiality of the respondents. The data underlying (B) can be found in S1 Data. (source: reference (Amano, et al., 2023)).

### **1.8.2 Privacy Concerns and Data Security Risks:**

As for the pedagogical uses of the desktop applications that were observed in the process of teaching and learning English as a foreign language, the privacy concerns and data security concerns must be taken into account. As pointed out by (Feffer, 2023), some of the indicators of the fairness of artificially intelligent text detection software, which automatically redlines difficult texts for student, are the software may unfair to students of other language backgrounds due to the program being biased against non-English speakers. Studies supported by the Stanford University suggest how the high accuracy claimed in these detection products may not fully fit people with first language other than English. This bias can greatly impact on the exposure and believability of articles written by non-native individuals.

Some of the changes have been made in writers' responsibility policies by publishers and conference organizers regarding the use of AI tools for writing (Dwivedi, et al., 2023). These policies state that the AI tools cannot be awarded authorship and that they have to

be identified, stressing on the importance of the three P's – permissible, preferred, and prudent practices in the academic writing process.

Although AI writing tools may improve writing at some level, it also results to dependency as mentioned in (Marzuki et al., 2023). Reliance on these tools for corrections can interfere with operations that are humanly natural, essential and rational. Professionals caring for the learners' growth worry that, through the usage of key WordPro, students may tend to take the easy way out rather than gain a broader knowledge of writing.

Therefore, questions of discrimination toward non-Anglophone people, vulnerability to data breaches in connection to the AI text identification solution, and the dangers inherent in the dependence on the AI writing software demonstrate the drag that privacy and security considerations give when using technology in the learning of English language. These are some of the issues that educators need to confront actively to achieve a proper equilibrium in the application of technology when teaching language, protect human rights and encourage the appropriate use of technology.

### **1.8.3 Accessibility Challenges for Marginalized Communities:**

Another problem in the communication between the communities and the digital means of English learning is the lack of correspondence between the current AI data training and the insufficient number of lexical inclusions. Ta and Turner Lee also pointed out this fact by asserting in (Ta & Turner Lee, 2023) that most of the generative-tools are trained on internet data using selected languages such as English, Spanish, and Mandarin and thus the over 7,000 languages in the world are not considered at all. Lack of such

linguistic variation only exacerbates the digital language gap and stifles the ICT interventions for the non-standard languages as well as the other dialects.

In addition, the issues of English-only rules and laws have reinforced the digital social division for the minorities as noted by Ta and Turner Lee (2023). The inhabitants of the earth have always linked power to language particularly in the emergence of other tools that demands human language. Such restriction of bilingual communication and such preference for Anglo-American frameworks have preserved the imbalance and keep excluded the post-migrant and other minorities of cultures from the digital facility.

To address such barriers to access, the digital language divide has to be bridged, and AI training data has to get more diverse, as mentioned in (Ta & Turner Lee, 2023). For inclusiveness in the digital platform there is need for development of generative AI that is culturally sensitive in terms of languages and the populace. Thus, there is a strong need for awareness of specific linguistic frameworks that operate within the digital space in order to adequately respond to challenges of variety as well as inequality in the distribution of language learning resources.

It also speaks about the language dispensation for the marginalized groups (there are not equal human beings speaking all languages in this world while developing an AI model) as well as erasing barriers that have rendered other languages inaccessible and the empowered Life Space with other language. It is possible to further develop those ideas and underscore the mere fact if one will attempt to grasp how language impacts the interaction with technologies, attempting to contribute towards combating the digital divide by advancing the number of views on multilingualism in the scientific literature, it

is possible to attempt at making the technologies that facilitate learning of English more accessible to the deprived communities.

### **1.9 Conclusion:**

The role of technology in learning and utilizing English language is very important, it promotes the learning of language through enjoyable activities, makes the students motivated and interested to learn English. In addition, integrating technology with conventional strategies increases efficiencies in a way that enhances the effectiveness of the learning models, applying the best practices including educating the tutors as well as assessing the progress of the program can enhance the usage of the technologies in the teaching of languages globally.

In the studies that identify the use of digital resources in learning new additional English languages in the future, it is pertinent that some important areas are addressed. Issues that research should respond to include language and communication difficulties and cultural and technological disadvantages of the non-native population. Ways on how to address these challenges, for instance through the orientation of educators and learners, need further research.

# Chapter 2: research methodology and data collection

## **2 Introduction:**

This study explores the transformative role of digital tools in English language acquisition among non-native speakers, focusing on master's students and university teachers. By employing a structured research design and a quantitative approach, the study aims to systematically investigate the effectiveness of digital tools in enhancing language learning outcomes. The research is guided by clear objectives, including understanding learner and teacher preferences, identifying the most effective digital tools, comparing traditional and digital methods, and examining the impact of these tools on motivation, engagement, and self-directed learning. Data collection is facilitated through carefully designed questionnaires for both students and teachers, ensuring ethical considerations such as voluntary participation, anonymity, and confidentiality are upheld. The study seeks to provide valuable insights into how digital tools can optimize language learning experiences, benefiting learners and educators.

### **2.1 Research Design:**

This study's research design is set up to methodically examine how digital tools affect non-native English speakers' language learning, with a particular emphasis on

university instructors and master's students. The design is based on a quantitative methodology that makes it possible to gather quantifiable data that can be statistically examined to produce unbiased findings. This method works especially well for finding trends, correlations, and patterns in the use of digital language learning resources. Ethical issues are also incorporated into the research design to guarantee the accuracy and dependability of the data gathered.

### **2.1.1 Research Approach:**

The research methodology is an important part of this study because it describes the methods for data collecting, analysis, and interpretation. This study follows a quantitative research methodology, which entails acquiring numerical data that can be quantified and statistically analyzed. This technique was chosen for its ability to produce exact, objective, and generalizable results. Quantitative research emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through various means, such as surveys or questionnaires (Bhandari, 2020). It's essential to recognize that research methodologies encompass not only quantitative methods but also qualitative and mixed-methods approaches. Qualitative research focuses on collecting descriptive data, often through interviews or observations, to gain insights into underlying reasons and motivations (Syracuse University Libraries, n.d.). Mixed-methods research strategically integrates both quantitative and qualitative techniques to leverage the strengths of each (Harvard Catalyst, n.d.).

In this study, the quantitative method is chosen due to its suitability for measuring the impact of digital tools on language acquisition and its ability to provide generalizable results. The use of statistical analysis ensures that the findings are objective and reliable, making it easier to draw conclusions and make recommendations based on the data.

### **2.1.2 Research Purpose :**

The research purposes of this study are centered on exploring the role of digital tools in English language acquisition among non-native speakers. The primary objective is to investigate the effectiveness of these tools in enhancing language learning outcomes, providing a clear understanding of their contribution to proficiency development. Building on this, the study aims to identify the most effective digital tools for improving specific language skills, such as reading, writing, listening, and speaking, to help learners and educators make informed decisions about resource selection. Additionally, the research seeks to compare the strengths and limitations of traditional teaching methods with digital approaches, offering insights into how each method addresses the unique needs of non-native speakers. Finally, the study examines the impact of digital tools on learners' motivation, engagement, and self-directed learning, shedding light on the psychological and behavioral dimensions of language acquisition. Together, these objectives provide a comprehensive framework for understanding how digital tools can optimize language learning experiences for non-native speakers.

## 2.2 Simple Population:

Sampling is a critical aspect of research design, as it determines the subset of the population that will be studied. In this section, we will discuss the types of sampling methods in general and then describe the sample population for this study in detail. There are two types of sampling:

**Probability Sampling:** This method involves selecting a sample from a population in a way that each member of the population has a known and non-zero chance of being included. Common types include simple random sampling, stratified sampling, and cluster sampling.

**Non-Probability Sampling:** This method involves selecting a sample based on non-random criteria, such as convenience or judgment. Common types include convenience sampling, purposive sampling, and snowball sampling.

In this study, a convenience sampling method is used, as the sample consists of master's students and university teachers who are readily accessible and willing to participate in the research. While this method is less rigorous than probability sampling, it is practical for the purposes of this study, given the constraints of time and resources.

### 2.2.1 Student's Profile:

Master students of English serve as an ideal sample for studying the impact of digital tools on language acquisition among non-native speakers due to their relevant expertise, exposure to digital tools, advanced language proficiency, and logistical convenience. As individuals pursuing advanced studies, they possess a deep understanding of language acquisition processes, making their insights particularly valuable for research.

Their familiarity with various digital tools for learning, such as language apps, online platforms, and virtual classrooms, enables them to provide informed opinions on the effectiveness of these technologies. Additionally, as non-native speakers with advanced language skills, their experiences offer unique perspectives on how digital tools influence language acquisition at higher proficiency levels. Finally, using master students as a sample is often logistically convenient, as they are typically more available and willing to participate in academic research, making them a practical and insightful choice for such studies.

### **2.2.2 Teacher's Profile:**

University teachers of English language play a crucial role in integrating digital tools into their pedagogy. These educators are often experienced in traditional teaching methods but are increasingly adopting technology to enhance engagement, provide personalized feedback, and facilitate collaborative learning. They act as facilitators, guiding students in navigating digital resources while addressing challenges such as digital literacy gaps and maintaining a balance between technology and human interaction.

### **2.3 Research Instrument:**

Questionnaires serve as a valuable tool of research due to their numerous advantages. They provide a standardized way of collecting data, ensuring consistency in the information gathered from different participants, which enhances the reliability of the results. Additionally, questionnaires are efficient, as they can be distributed to a large number of respondents, enabling researchers to collect data quickly and on a broader scale.

The anonymity offered by questionnaires encourages respondents to share honest opinions, leading to more accurate and candid data. Furthermore, questionnaires often use structured formats, such as Likert scales, which make the data easy to quantify and analyze, facilitating clear and objective insights. These features make questionnaires a practical and effective method for conducting research.

### **2.3.1 Description of Student's Questionnaire:**

The student questionnaire consists of 10 questions, which are a mix of multiple-choice, Likert-scale, and open-ended responses. The questions are divided into themes that explore preferences, usage frequency, benefits, challenges, and future predictions regarding digital tools in language learning. The questionnaire aims to:

Understand whether learners prefer digital technologies or traditional classroom methods for language learning.

Assess the impact of digital tools on accessibility, engagement, and proficiency in English.

Identify the benefits and challenges associated with using digital technologies for language learning.

Gather insights into how digital tools can be optimized to enhance linguistic and cultural comprehension among non-native speakers.

Predict future trends in the evolution of digital tools for language acquisition.

### **2.3.2 Description of Teacher's Questionnaire:**

The teacher questionnaire consists of 10 open-ended questions, allowing teachers to provide detailed responses based on their experiences. The questions are structured to

explore various aspects of digital tool integration, including benefits, challenges, effectiveness, and recommendations. The questionnaire aims to:

Explore the types of digital tools teachers use and how they integrate them into their teaching practices.

Identify the perceived benefits and challenges of using digital tools in English language instruction.

Assess the impact of digital tools on student engagement, motivation, and language proficiency among non-native English speakers.

Understand how teachers evaluate the effectiveness of digital tools in improving language skills (reading, writing, listening, and speaking).

Gather recommendations for other educators on integrating digital tools into English language teaching.

### **2.3.3 Ethical Considerations**

Ethical considerations are a critical aspect of this study, ensuring that the research process respects the rights and privacy of participants. Participation in the questionnaires is entirely voluntary, and respondents are assured of their anonymity and confidentiality. The data collected is used solely for research purposes, with no misuse or exploitation of the information provided by participants. These ethical guidelines are essential to fostering trust and integrity in the data collection process.

## **2.4 Conclusion:**

In conclusion, this study highlights the significant potential of digital tools in reshaping English language acquisition for non-native speakers. By analyzing the perspectives of master's students and university teachers, the research underscores the effectiveness of digital tools in improving language proficiency, engagement, and motivation. The findings reveal both the strengths and limitations of digital and traditional methods, offering actionable recommendations for optimizing language education. The ethical and systematic approach to data collection ensures the reliability and validity of the results, while the quantitative methodology allows for precise analysis and generalizability. Ultimately, this study contributes to a deeper understanding of how digital tools can enhance language learning, paving the way for innovative and inclusive educational practices in non-native contexts.

# **Chapter 3: data analysis, suggestions and recommendations**

## **3 Introduction**

Since this current chapter is considered as the work's practical component, all of the gathered data will be examined through the research instruments (student questionnaire and teacher questionnaire). To ensure the outcomes' reliability and validity quantitative methods is employed. The above chapter also will explain analysis process, and offer some suggestions and recommendations to allow teachers and students become more aware of the value of using digital tools, As a result, to encourage the teaching-learning process.

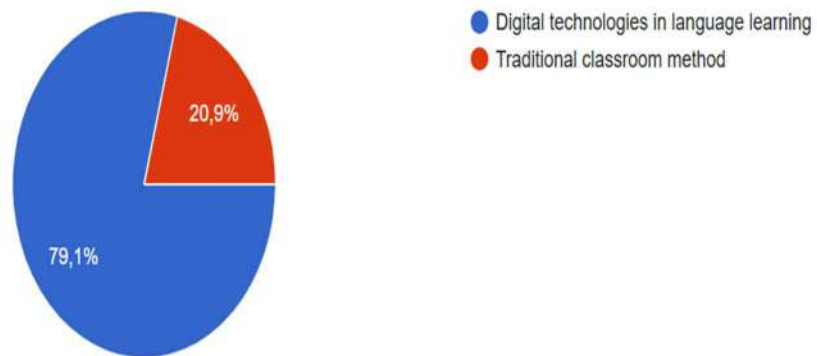
### **3.1 Data Analysis:**

Within the section, the data obtained from the two instruments will be analyzed quantitatively. As a result, this section deals first and foremost with the results attained from the students' questionnaire, and after that moving on to the findings of the teachers' questionnaire.

#### **3.1.1 Description and Interpretation of Student's Questionnaire:**

Most of the items throughout this questionnaire are closed-ended questions with multiple choice answers. Several other options will be conducted individually since students were asked in certain open questions to pick more information needed.

- 1- Do you prefer digital technologies in language learning or traditional classroom method?



**Figure 3.1: Preferences Between Digital Technologies and Traditional Classroom Methods in Language Learning**

The results show a strong inclination towards digital tools, with 79.1% of respondents favoring them, while only 20.9% prefer traditional methods. Below is an analysis of these findings:

- High Preference for Digital Technologies (79.1%)

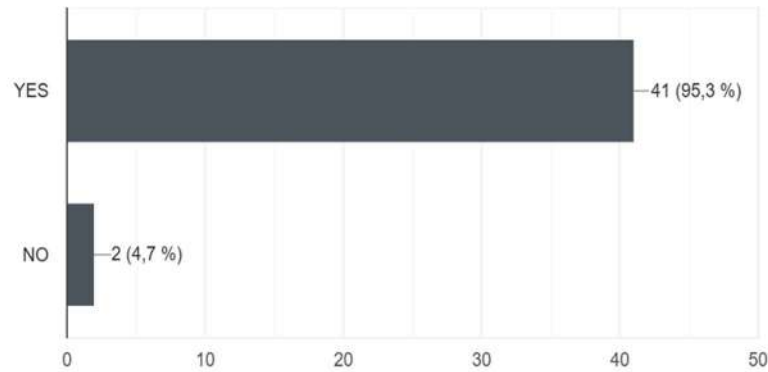
The overwhelming preference for digital tools among students highlights their effectiveness and convenience for learning English. This trend can be attributed to several key factors. First, digital tools offer unparalleled flexibility and accessibility, allowing students to learn anytime and anywhere, seamlessly integrating language learning into their busy schedules. Additionally, these tools are highly interactive and engaging, leveraging online platforms, apps, and multimedia content such as videos,

quizzes, gamification, and AI-driven interactions to make learning more dynamic and enjoyable. Another significant advantage is personalized learning, as many digital tools adapt to students' individual proficiency levels and learning paces, ensuring a tailored educational experience. Finally, the global connectivity provided by the internet enables students to communicate with native speakers, online tutors, and peers from around the world, enriching their language practice and cultural understanding. Together, these features make digital tools a powerful and preferred resource for modern language learners.

➤ Lower Preference for Traditional Classroom Learning (20.9%)

While the majority of students favor digital tools for learning English, a minority still prefer traditional classroom methods, and this preference can be attributed to several reasons. First, face-to-face interaction in a classroom setting allows some learners to benefit from direct communication with teachers and peers, which can significantly enhance their speaking and listening skills. Additionally, traditional classrooms provide a structured learning environment, offering discipline, routine, and consistent guidance from instructors, which some students find essential for their progress. Lastly, limited digital literacy or a lack of familiarity with digital tools may lead some learners to feel more comfortable and confident with conventional methods. These factors highlight the continued relevance of traditional classroom learning for certain students, despite the growing dominance of digital tools in education.

- 2- Do you agree that digital technologies have made English acquisition more accessible to non-native speakers?



**Figure 3.2: The Impact of Digital Technologies on English Accessibility for Non-Native Speakers**

The results show an overwhelming agreement, with 95.3% responding "Yes", while only 4.7% disagreed. Below is an in-depth analysis:

➤ Strong Agreement (95.3%)

The vast majority of students recognize that digital technologies have significantly enhanced access to English language learning, and this perception is supported by several key factors. First, the wider availability of learning resources through online platforms, apps, and digital tools has revolutionized education, offering everything from interactive lessons to real-time language translation. Additionally, the flexibility and self-paced nature of digital learning allow students to study at their own speed and access materials anytime, reducing reliance on physical classrooms and rigid schedules. Cost-effectiveness is another major advantage, as many digital resources—such as

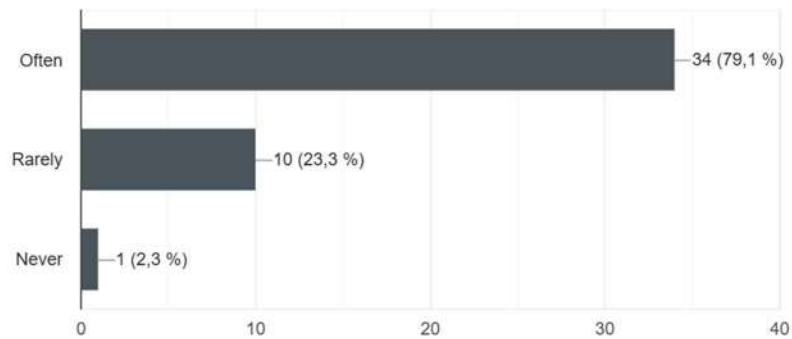
YouTube tutorials, podcasts, and free online courses—provide affordable or even free learning opportunities, making education more accessible to a broader audience. Furthermore, digital tools enable real-world communication through online forums, social media, and video conferencing, allowing learners to interact with native speakers and improve their practical language skills. Lastly, the integration of AI-driven platforms like Duolingo, Grammarly, and ChatGPT has introduced personalized learning experiences, where mistakes are corrected, and lessons are tailored to individual needs, further enhancing the effectiveness of language acquisition. Together, these factors underscore the transformative impact of digital technologies on English language learning.

➤ Minority Disagreement (4.7%)

While the majority of students acknowledge the transformative impact of digital technologies on English language learning, a small percentage of respondents do not believe these tools have significantly improved accessibility. This skepticism can be attributed to several factors. First, the digital divide—limited internet access or a lack of digital literacy—can prevent some learners from fully benefiting from online tools, creating barriers to participation. Additionally, some students express concerns about the over-reliance on technology, arguing that excessive use of digital tools may diminish the importance of traditional language immersion and real-life communication, which are crucial for developing practical skills. Lastly, quality control issues pose a challenge, as not all digital learning resources are accurate or effective, leading to concerns about misinformation or the absence of structured, reliable learning pathways. These factors

highlight the complexities and limitations of digital technologies in addressing the diverse needs of all learners.

3-how frequently do you use digital technologies in classroom ?



**Figure3.3: Frequency of Digital Technology Usage in the Language Classroom**

The results show that the majority of students (79.1%) use digital tools often, while 23.3% use them rarely, and a very small percentage (2.3%) never use them. Below is a detailed analysis of these findings:

➤ High Frequency of Use (79.1%)

The fact that nearly four out of five students frequently use digital tools in the classroom underscores the integral role technology now plays in English language learning. This widespread adoption can be attributed to several key factors. First, institutional support has been a major driver, as many universities and educators actively incorporate digital tools into their teaching strategies, recognizing their potential to enhance learning outcomes. Additionally, digital resources such as interactive software, AI-based language apps, and online collaboration tools have transformed the learning experience, making it more engaging, dynamic, and effective. Furthermore, the rise of blended

learning approaches, which seamlessly integrate traditional and digital methods, has normalized the use of technology in classroom activities, ensuring it becomes a routine and essential component of the educational process. Together, these factors highlight how digital tools have become deeply embedded in modern language learning environments.

➤ Occasional Use (23.3%)

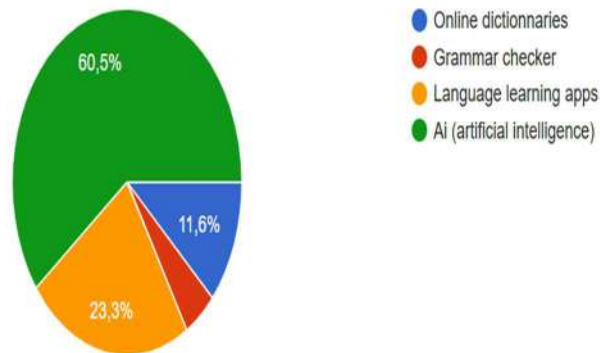
A significant portion of students rarely use digital tools in their learning, and this trend can be explained by several factors. First, some instructors may prefer traditional teaching methods, choosing to limit the integration of digital tools in favor of more conventional approaches. Additionally, certain courses or subjects, particularly those that emphasize face-to-face communication or hands-on interaction, may not rely heavily on technology, making digital tools less relevant in these contexts. Finally, students themselves may face technical constraints, such as a lack of access to devices or reliable internet connectivity, which can hinder their ability to utilize digital resources effectively. These reasons highlight the varying degrees of digital tool adoption and the challenges that persist in achieving universal integration of technology in education.

➤ No Use of Digital Technologies (2.3%)

The small percentage of students who never use digital tools in their learning points to a few possible explanations. First, some students and educators may have a strong preference for traditional learning methods, believing that direct human interaction and conventional teaching techniques are more effective for language acquisition. Second, a lack of infrastructure could be a barrier, as some institutions or classrooms may not

have access to the necessary technology, such as devices, software, or reliable internet connectivity. Finally, personal choice plays a role, as a small group of students may opt out of using digital tools due to discomfort with technology, a lack of digital literacy, or learning style preferences that align better with non-digital approaches. These factors highlight the diverse perspectives and challenges that influence the adoption—or rejection—of digital tools in education.

#### 4- What do you use often in digital technologies for learning English ?



**Figure3.4: Commonly Used Digital Tools for English Language Learning**

The results show that AI-based tools dominate usage (60.5%), followed by language learning apps (23.3%), online dictionaries (11.7%), and grammar checkers (4.6%).

Below is an in-depth analysis of these findings:

➤ AI (Artificial Intelligence) – 60.5% (Most Used Tool)

The fact that over 60% of students rely on AI tools highlights a significant shift toward advanced, technology-driven learning methods in English language education. This growing reliance can be attributed to several key factors. First, AI-powered platforms like ChatGPT, Grammarly, and Duolingo offer personalized learning experiences, adapting to individual needs and providing customized feedback and explanations that cater to each student's proficiency level and learning pace. Second, AI tools provide instant assistance, delivering real-time responses that are particularly useful for writing, speaking, and comprehension practice, enabling learners to address challenges immediately. Finally, the multifunctionality of AI sets it apart from traditional digital tools, as it can serve as a tutor, proofreader, translator, and conversation partner, offering a versatile and comprehensive learning solution. Together, these advantages demonstrate why AI has become an indispensable resource for a majority of students in their language learning journey.

➤ Language Learning Apps – 23.3%

A significant number of students use popular language-learning apps such as Duolingo, Babbel, and Rosetta Stone, and their widespread popularity can be attributed to several key reasons. First, these apps employ gamified learning techniques, making the process of learning English fun and interactive through challenges, rewards, and engaging activities that keep students motivated. Second, their mobile accessibility allows learners to practice English anytime and anywhere, fitting seamlessly into their daily routines. Finally, these apps often feature step-by-step progression, offering structured lessons that cater to different proficiency levels, ensuring that students can learn at a

pace that suits their individual needs. These features collectively make such apps a preferred choice for many students seeking effective and convenient ways to improve their English skills.

➤ Online Dictionaries – 11.7%

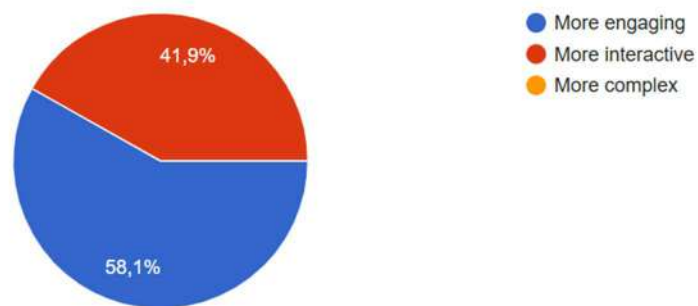
While online dictionaries remain widely used, they are less popular compared to AI tools and language-learning apps, and this shift can be explained by several factors. First, students often use dictionaries as quick reference tools for specific word meanings but may prefer AI-powered platforms for more in-depth explanations and nuanced understanding. Second, the integration of dictionary functions within AI tools has reduced the need for standalone dictionary searches, as many AI platforms now offer built-in definitions alongside other features. Finally, there has been a noticeable shift toward context-based learning, where learners prioritize understanding how words are used in real-life situations. AI tools excel in this area by providing usage examples, contextual explanations, and interactive practice, making them a more comprehensive and appealing option for modern language learners. These trends highlight the evolving preferences of students as they embrace more advanced and versatile digital resources.

➤ Grammar Checkers – 4.6% (Least Used Tool)

Grammar checkers like Grammarly, Hemingway Editor, and Microsoft Word's built-in tools are among the least used digital resources by students, and this trend can be attributed to several reasons. First, many AI-powered tools now offer grammar correction as part of a broader suite of features, providing additional feedback on writing style, tone, and context, which makes them more appealing than standalone grammar

checkers. Second, grammar checkers tend to be less engaging compared to interactive learning apps, as they focus primarily on error correction rather than fostering skill-building or interactive learning experiences. Finally, their narrow functionality limits their appeal—grammar checkers are mostly used for writing tasks, making them less versatile than AI tools that can assist with speaking, listening, reading, and overall language development. These factors explain why grammar checkers, while useful, are not as widely adopted as other digital learning tools.

5- How do you think digital technologies made English learning ?



**Figure3.5: The Influence of Digital Technologies on English Learning Engagement**

The results indicate that students overwhelmingly view digital tools as enhancing engagement (58.1%) and interactivity (41.9%), while none of the respondents (0%) consider them to make learning more complex. Below is a detailed analysis of these findings:

➤ More Engaging – 58.1% (Most Chosen Response)

The fact that over half of students (58.1%) believe digital tools make learning English more engaging highlights how technology has transformed traditional learning methods, creating a more dynamic and interactive educational experience. This shift can be attributed to several key reasons. First, many digital tools incorporate gamification elements, such as challenges, rewards, and interactive lessons, which make learning more enjoyable and motivating—examples include platforms like Duolingo, Quizlet, and Kahoot. Second, the integration of multimedia content, such as videos, podcasts, interactive quizzes, and AI-powered chatbots, provides diverse and engaging formats that cater to different learning preferences and keep students interested. Finally, personalized learning paths offered by AI-powered tools adapt lessons to individual progress, ensuring that learners are consistently challenged with content suited to their proficiency level, which helps maintain motivation and engagement. Together, these features demonstrate how digital tools have redefined language learning, making it more interactive, enjoyable, and effective for students.

➤ More Interactive – 41.9%

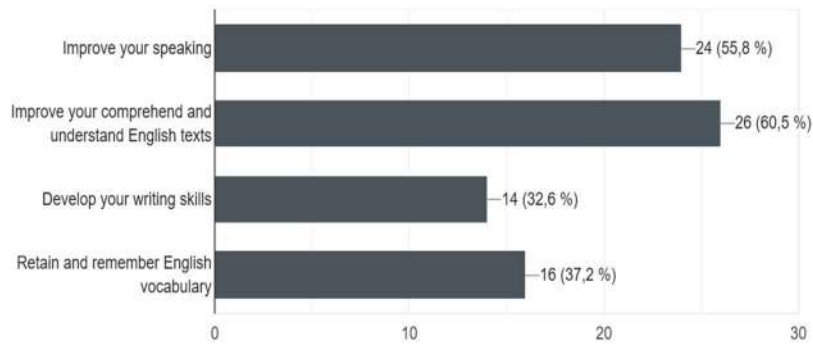
A significant number of students recognize the interactive nature of digital learning tools, which plays a crucial role in enhancing engagement and retention in English

language learning. This interactivity is driven by several key factors. First, real-time feedback provided by AI-driven platforms and grammar-checking tools offers instant corrections and explanations, enabling students to improve their skills immediately and effectively. Second, digital tools facilitate communication with peers and experts through online discussion forums, language exchange platforms, and virtual classrooms, allowing learners to practice English with native speakers and instructors in a collaborative environment. Finally, AI-powered chatbots and conversational tools, such as ChatGPT, simulate real-world dialogues, helping learners improve their fluency and comprehension in practical, everyday contexts. These interactive features make digital tools not only engaging but also highly effective in supporting language acquisition and retention.

➤ No Responses for "More Complex" (0%)

Interestingly, no students felt that digital technologies make English learning more complex, which indicates several positive trends in the integration of technology into education. First, digital tools are designed to be user-friendly and intuitive, making them easy to incorporate into students' learning routines without causing confusion or frustration. Second, students perceive technology as a facilitator rather than a barrier, recognizing its ability to simplify and enhance the learning process rather than complicate it. Finally, the adaptability of digital tools ensures they cater to learners of all proficiency levels, providing tailored support and avoiding unnecessary complexity. This widespread acceptance and ease of use highlight how effectively digital technologies have been designed to support and streamline English language learning for students of diverse backgrounds and skill levels.

6- What is the most benefit of digital technologies in English language acquisition?



**Figure3.6: Key Benefits of Digital Technologies in English Language Acquisition**

The results indicate that the most recognized benefits are improving comprehension and understanding of texts (60.5%) and enhancing speaking skills (55.8%), while vocabulary retention (37.2%) and writing development (32.6%) are seen as slightly less impactful. Below is a detailed breakdown of these findings:

- Improving Comprehension and Understanding of Texts – 60.5% (Most Chosen Benefit)

The highest percentage of students believe that digital tools significantly improve their ability to understand English texts, and this perception is supported by several key factors. First, AI-powered assistance tools like ChatGPT, Google Translate, and

Grammarly provide contextual explanations and detailed breakdowns of complex texts, making it easier for students to grasp challenging content. Second, interactive reading platforms, such as Kindle and LingQ, enhance the reading experience by offering features like instant word definitions, translations, and audio assistance, which help learners navigate texts more effectively. Finally, the vast availability of online materials—including articles, e-books, and academic resources—allows students to practice reading in diverse contexts, further strengthening their comprehension skills. Together, these features demonstrate how digital tools have become indispensable in helping students better understand and engage with English texts.

➤ Improving Speaking Skills – 55.8%

A significant number of students feel that digital tools greatly enhance their ability to speak English fluently, and this improvement can be attributed to several key factors. First, AI-powered conversation partners, such as chatbots and virtual assistants, provide a risk-free environment where students can practice speaking without fear of judgment, helping them build confidence and fluency. Second, specialized apps like ELSA Speak and Speechling offer real-time pronunciation and speech analysis, giving learners immediate feedback to refine their spoken English and improve accuracy. Finally, online language exchange platforms, such as italki, Tandem, and HelloTalk, connect students with native speakers, enabling real-life conversations that enhance practical speaking skills. Together, these digital tools create a comprehensive and supportive ecosystem for students to develop their spoken English abilities effectively and confidently.

➤ Retaining and Remembering Vocabulary – 37.2%

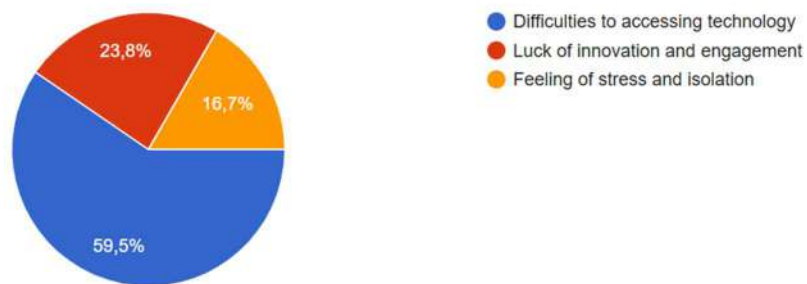
Digital technologies also play a significant role in supporting vocabulary retention, although it is ranked slightly lower compared to their impact on comprehension and speaking skills. This can be attributed to several factors. First, flashcard-based learning apps like Anki and Quizlet utilize spaced repetition techniques, which help learners remember words more effectively over time. Second, gamified platforms such as Duolingo and Memrise make vocabulary learning more engaging and interactive, though their effectiveness often depends on consistent use and practice. Finally, some students may prefer contextual learning—acquiring vocabulary through real-world use in reading, speaking, and listening—rather than direct memorization, which can make standalone vocabulary tools feel less impactful. While digital tools offer valuable support for vocabulary retention, their effectiveness varies based on individual learning preferences and habits.

➤ Developing Writing Skills – 32.6% (Least Chosen Benefit)

Writing development is ranked as the lowest benefit of digital tools, indicating that students may still rely more on manual writing practice than on technology for this skill. Several factors contribute to this trend. First, while tools like Grammarly and Hemingway Editor are effective for grammar and style corrections, they do not teach creativity, critical thinking, or the deeper aspects of writing that come from practice and personal development. Second, AI-powered writing assistance tools can help generate ideas and structure content, but over-reliance on them may hinder students' ability to develop their own writing skills independently. Finally, unlike speaking and comprehension tools, which often provide interactive and engaging practice, digital writing tools tend to focus more on corrections rather than offering interactive guidance

or fostering a dynamic learning process. These factors suggest that while digital tools can support writing improvement, they may not yet fully replace the value of traditional writing practice and skill-building.

7-what is the big challenge faced when using digital tools ?



**Figure3.7: Major Challenges in Using Digital Tools for Language Learning**

The results highlight that the most significant challenge is difficulty accessing technology (59.5%), followed by lack of innovation and engagement (23.8%), and feelings of stress and isolation (16.7%). Below is a deeper analysis of these findings:

➤ Difficulties Accessing Technology – 59.5% (Biggest Challenge)

The fact that nearly 60% of students report access difficulties highlights a significant challenge: despite the numerous advantages of digital learning, major technological barriers still exist. These barriers include limited internet access, as many students struggle with slow or unstable connections, particularly in certain regions where infrastructure is lacking. Additionally, the high cost of digital devices, such as

smartphones, tablets, and laptops, can prevent some students from accessing the tools necessary for effective digital learning. Software and platform restrictions also pose a problem, as some educational resources require subscriptions or licenses, creating financial hurdles for learners with limited budgets. Finally, technical issues like bugs, system errors, and compatibility problems with certain devices or operating systems can disrupt the learning experience, further complicating access. These challenges underscore the need for greater investment in infrastructure, affordability, and technical support to ensure that digital learning tools are accessible to all students.

➤ Lack of Innovation and Engagement – 23.8%

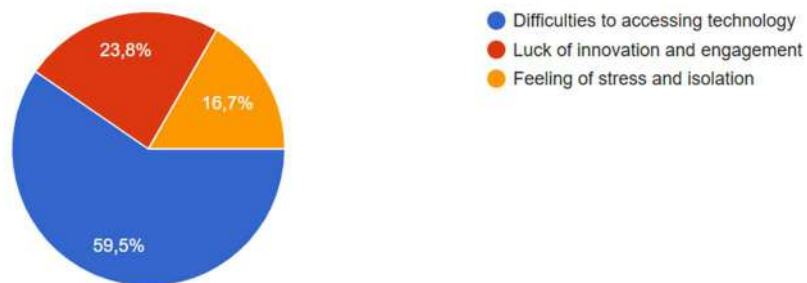
A significant portion of students feel that digital tools lack innovation or fail to keep them engaged, and this perception can be attributed to several factors. First, repetitive content is a common issue, as some digital platforms rely on generic learning modules that can become monotonous and uninspiring over time. Second, limited interactivity in certain tools reduces their appeal—without dynamic elements like live interactions, gamification, or AI-powered personalized feedback, students may find it harder to stay motivated. Finally, a one-size-fits-all approach often fails to cater to diverse learning styles, making it difficult for some students to connect with the material or remain engaged. These challenges highlight the need for more innovative, interactive, and adaptable digital tools that can better meet the varied needs and preferences of learners.

➤ Feelings of Stress and Isolation – 16.7% (Least Chosen Challenge)

A smaller percentage of students feel that using digital tools causes stress or isolation, which remains a notable concern despite the many benefits of technology-driven

learning. One reason for this is the lack of human interaction, as digital learning can sometimes replace face-to-face communication, leaving students feeling disconnected from teachers and peers. Additionally, while self-paced learning offers flexibility, it can also create pressure, as students are required to manage their own progress without direct guidance, which may lead to stress or uncertainty. Furthermore, over-reliance on technology can be overwhelming for some learners, as constant screen time and dependence on AI-driven tools may reduce motivation and contribute to feelings of burnout. These factors highlight the importance of balancing digital tools with human interaction and support to ensure a positive and holistic learning experience.

8-what are the best mechanism that allow the best use of digital tools ?



**Figure3.8: Effective Strategies for Optimizing Digital Tools in Language Education**

The results indicate that virtual language communities (60.5%) are the most effective, followed by discussion forums (27.9%) and language exchange initiatives (11.6%). Below is a detailed analysis of these findings:

- Virtual Language Communities – 60.5% (Most Preferred Mechanism)

The majority of students believe that virtual language communities are the most effective way to enhance digital learning, and their effectiveness stems from several key features. These communities offer immersive language practice, allowing students to engage in real-time conversations that improve fluency and build confidence. They also provide exposure to diverse accents and cultures, as global communities connect learners with native and non-native speakers from various backgrounds, enriching their understanding of the language. Additionally, peer-to-peer learning within these communities fosters collaboration, enabling students to correct mistakes, share practical insights, and learn from one another. Platforms like HelloTalk, Tandem, and Discord language groups exemplify this approach, offering engaging and interactive spaces for students to practice English in a supportive and dynamic environment. These features make virtual language communities a powerful tool for enhancing digital learning and language acquisition.

➤ Discussion Forums – 27.9%

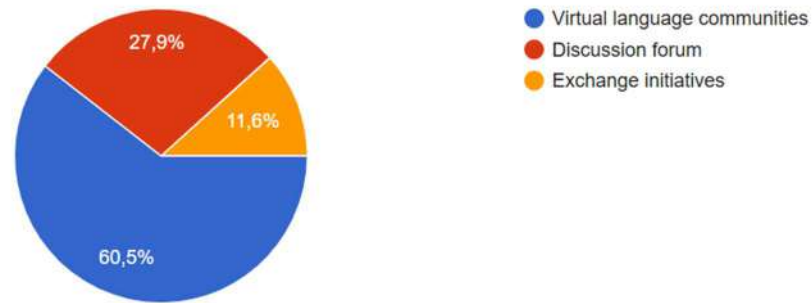
A significant number of students consider discussion forums highly valuable for language learning, as they offer unique benefits that complement other digital tools. Unlike live virtual communities, forums provide asynchronous learning opportunities, allowing students to engage in discussions at their own pace and convenience. This text-based format helps improve grammar, vocabulary, and formal writing skills, as students practice crafting thoughtful responses in English. Additionally, discussion forums facilitate knowledge sharing, enabling learners to ask questions, receive feedback from peers and experts, and gain diverse perspectives on language-related topics. Popular platforms like Reddit (r/English Learning), Quora, and language-learning Facebook

groups serve as active and accessible spaces for these interactions, making forums a practical and effective resource for students looking to enhance their English skills in a collaborative and flexible way.

➤ Language Exchange Initiatives – 11.6% (Least Chosen Mechanism)

Language exchange programs, where students pair up to teach each other their native languages, are the least preferred mechanism among learners, and this can be attributed to several factors. First, finding a dedicated and suitable exchange partner can be challenging, as not all students have access to a reliable or compatible match. Second, these programs often lack the structured approach found in formal courses or AI-based learning platforms, relying instead on mutual commitment, which may not always be consistent or effective. Additionally, coordinating schedules across different time zones can be difficult, creating logistical challenges for participants. Despite these drawbacks, language exchange programs still offer valuable benefits, such as improving real-world communication skills and fostering cultural understanding, making them a worthwhile option for those who can navigate the challenges.

9-Do you agree that digital tools improve linguistic proficiency and cultural comprehension among non-native speakers ? explain



**Figure3.9: The Role of Digital Tools in Enhancing Linguistic Proficiency and Cultural Comprehension**

The overwhelming 97.7% agreement suggests that students strongly perceive digital technologies as effective in both language learning and cultural understanding, while only 2.3% disagree. Below is a detailed analysis of these findings:

➤ Digital Tools Improve Linguistic Proficiency

A nearly unanimous 97.7% agreement among students highlights the widespread belief that digital tools are highly effective in improving language skills. This strong endorsement can be attributed to several key factors. First, digital platforms provide access to authentic language content, such as news articles, podcasts, and social media, exposing learners to real-life English usage. Second, interactive AI assistance, offered by tools like ChatGPT, Grammarly, and Duolingo, delivers instant feedback on grammar, vocabulary, and pronunciation, enabling students to refine their skills continuously. Third, personalized learning paths powered by AI ensure that lessons adapt to each learner's proficiency level, allowing them to progress at an optimal pace. Finally, the 24/7 accessibility of digital tools means students can practice anytime and anywhere, increasing immersion and consistency in their learning. Together, these

features make digital tools an indispensable resource for language learners seeking effective and flexible ways to improve their English skills.

➤ Digital Tools Enhance Cultural Comprehension

The high level of agreement among students also suggests that they believe digital tools play a significant role in helping them understand the cultural aspects of the English language. This is supported by several key factors. First, digital platforms expose learners to diverse perspectives through access to news, blogs, and online discussions, which reflect cultural values, societal norms, and idiomatic expressions used by native speakers. Second, interaction with native speakers through language exchange apps like Tandem and HelloTalk, as well as virtual communities, allows students to engage with people from different cultural backgrounds, fostering intercultural awareness and deeper understanding. Finally, digital platforms often integrate contextual learning through videos, music, and real-world scenarios, providing a richer and more immersive experience than traditional textbooks. Together, these features enable students to not only learn the language but also appreciate the cultural nuances that shape its use in everyday life.

➤ Why a Small Percentage (2.3%) Disagrees

Although only a small minority (2.3%) of students disagree with the effectiveness of digital tools, their skepticism can be attributed to several possible reasons. First, some learners may feel that over-reliance on digital tools limits human interaction, which is often crucial for understanding cultural nuances and building meaningful connections. Second, while digital tools simulate conversations and cultural scenarios, they may not

fully replicate the depth and authenticity of real-life, face-to-face cultural experiences. Finally, algorithm bias and inaccuracies in AI-powered tools can sometimes lead to literal translations or incorrect cultural references, resulting in misunderstandings or incomplete learning. These factors highlight the limitations of digital tools in fully capturing the richness of cultural learning, even as they remain highly effective for many other aspects of language acquisition.

10-What do you predict for the evolution and development of digital tools for language acquisition ?

The responses from master's students highlight key trends and expectations for the future of digital tools in English language acquisition. The main themes emerging from the responses include AI-driven personalization, immersive technologies (VR/AR), enhanced feedback mechanisms, and increased accessibility. Below is a detailed breakdown of the most common predictions:

➤ AI-Driven Personalization (Most Common Prediction)

Many responses suggest that Artificial Intelligence (AI) will play a central role in the evolution of language learning, transforming how students acquire and refine their skills. This includes the development of adaptive learning experiences, where AI tailors lessons to individual learners' strengths, weaknesses, and pace, ensuring a more personalized and effective approach. Additionally, real-time speech correction powered by AI assistants will provide instant feedback on pronunciation and grammar, helping learners improve their spoken language skills immediately. AI tutors and chatbots are

also expected to become more advanced, simulating natural conversations and offering immersive practice opportunities that make speaking practice more engaging and effective. Examples mentioned by respondents highlight this trend, with statements such as, "AI-driven platforms will offer increasingly personalized experiences," "AI-driven, adaptive, and immersive tools will dominate," and "AI tutors that guide you like a buddy." These advancements underscore the growing importance of AI in creating dynamic, responsive, and learner-centered language education.

➤ Immersive Technologies: VR/AR for Real-Life Language Practice

Many students predict that Virtual Reality (VR) and Augmented Reality (AR) will revolutionize language learning by offering immersive and innovative experiences. These technologies will enable real-world simulations, allowing learners to practice English in virtual settings such as ordering food in a restaurant, participating in meetings, or navigating everyday scenarios. Additionally, VR and AR can incorporate engaging gamification elements, making learning more interactive, fun, and motivating. Beyond practical language use, these tools will provide cultural immersion, exposing learners to authentic social and cultural contexts that deepen their understanding of the language. Examples mentioned by respondents include, "VR for real-life practice," "AR/VR environments for real-world scenarios," and "VR setups for chatting with native speakers." These advancements highlight the potential of VR and AR to create dynamic, realistic, and culturally rich learning environments that go beyond traditional methods.

➤ Enhanced Feedback and Real-Time Language Correction

Several responses predict that future digital tools will significantly enhance language learning by offering real-time corrections across various aspects of communication. This includes advanced speech recognition technology for pronunciation, enabling learners to refine their spoken English with instant feedback. AI-enhanced text analysis will provide real-time grammar and writing corrections, helping students improve their written language skills on the spot. Additionally, immediate conversation feedback will support fluency development, allowing learners to practice speaking more effectively and confidently. Examples mentioned by respondents highlight these advancements, such as, "A device that can correct people's speaking mistakes in real time," "AI will provide tailored feedback and adaptive learning," and "Speech recognition for better practice." These innovations underscore the growing potential of digital tools to deliver precise, instantaneous, and personalized support, transforming how students learn and master English.

➤ Gamification and Interactive Learning

A number of students foresee digital tools incorporating gamified elements to make language learning more engaging and effective. These elements include interactive games that teach language skills in a fun and immersive way, reward-based progress tracking that motivates learners by celebrating their achievements, and social learning features such as competitions, leaderboards, and multiplayer exercises that foster collaboration and friendly competition. Examples mentioned by respondents highlight this trend, with statements like, "Learning will be more fun, interactive, and easier for everyone," and "Gamification, social learning, and inclusive design." By blending

education with entertainment, these gamified approaches aim to create a more enjoyable and motivating learning experience, encouraging students to stay consistent and engaged in their language learning journey.

➤ Increased Accessibility and Integration into Education Systems

Some responses emphasize the importance of ensuring wider access to digital tools in education, highlighting the need for several key changes. These include expanding school access to the internet, ensuring that students and educators have the connectivity required to utilize digital resources effectively. Additionally, there is a call for comprehensive teacher training in digital education, equipping educators with the skills to integrate and maximize the potential of these tools in their teaching. Finally, respondents stress the importance of integrating digital tools into formal education systems, making them a standard part of the learning process. Examples mentioned by respondents include, "More implementation of digital tools in the educational system," and "E-learning classrooms where digital technologies enhance learners' skills." These suggestions underscore the need for systemic changes to bridge the digital divide and ensure that all students can benefit from the transformative potential of digital learning tools.

➤ The Role of AI in Cultural Comprehension

Several responses highlight how Artificial Intelligence (AI) could play a pivotal role in helping learners understand cultural nuances, which are essential for mastering a language. AI can achieve this by providing context-aware translations that go beyond literal meanings to capture the cultural subtleties of expressions and idioms.

Additionally, AI can simulate real-world interactions, allowing learners to practice conversations in culturally relevant scenarios. Furthermore, AI-powered tools can incorporate cultural insights directly into lessons, offering explanations about traditions, social norms, and contextual usage. Examples mentioned by respondents include, "AI will focus on cultural integration and real-time feedback," and "Digital tools will enhance conversational practice and cultural understanding." These capabilities demonstrate how AI can bridge the gap between language learning and cultural competence, providing learners with a more holistic and immersive educational experience.

### **3.1.2 Description and Interpretation of Teacher's Questionnaire:**

**What digital tools do you currently use in your English language classes, and how do you integrate them into your teaching practices?**

Teachers reported utilizing a variety of digital tools to enhance their teaching practices. Commonly used tools include Learning Management Systems (LMS) like Moodle, video conferencing tools such as Google Meet, presentation tools (data show, computers, laptops), language labs equipped with specialized software, and online platforms & apps like Quizlet, YouTube, and Grammarly.

These tools are integrated into teaching practices in several ways:

- Enhancing Visual Learning: Digital presentations (e.g., data show, computers) help simplify complex concepts.
- Supporting Language Labs: Interactive software in language labs facilitates immersive learning experiences.

- Facilitating Online Learning: Platforms like Moodle and Google Meet assist in organizing lessons, assignments, and virtual communication.
- Providing Writing & Grammar Support: Tools such as Grammarly offer real-time corrections to improve students' writing skills.
- Interactive & Engaging Activities: Quizlet aids in vocabulary practice, while YouTube provides supplementary video resources.
- Adaptability Across Sessions: Teachers adjust tool usage based on lesson types, incorporating them into theory presentations, exercises, and writing activities.

#### Observed Benefits:

- Improved Student Engagement through visual aids and interactive exercises.
- Better Comprehension of technical terms and grammatical rules via digital presentations.
- Enhanced Writing Skills with tools like Grammarly.
- Flexible Teaching Approaches, allowing adjustments based on lesson objectives and student needs.

#### Areas for Further Improvement:

- Training & Professional Development: Some teachers require additional support to fully leverage digital tools.
- Expanding Interactive Tools: Greater use of platforms like Kahoot! or Edmodo could further boost engagement.

- Ensuring Accessibility: Addressing limited student access to digital tools outside the classroom to ensure equitable learning opportunities.

By addressing these areas, educators can further optimize the use of digital tools to enhance teaching and learning experiences.

**What are the most significant benefits of using digital tools in English language instruction, in your opinion?**

Digital tools play a crucial role in enhancing student engagement, motivation, and comprehension. By making lessons more interactive and enjoyable, they encourage active participation and help students stay focused on the learning process. The use of visuals, multimedia, and digital content aligns with modern learners' preferences, as today's students are accustomed to technology-driven experiences.

For visual learners, tools such as data show, multimedia presentations, and online resources are particularly beneficial. These aids simplify complex and technical concepts, creating a more immersive and engaging learning environment that improves information retention.

Additionally, digital tools save time for both teachers and students by streamlining explanations and providing instant access to learning materials. They also help students grasp meaning more efficiently, reducing reliance on their native language for understanding.

Beyond immediate classroom benefits, digital tools support modern learning needs, aligning with contemporary teaching methodologies. Their integration ensures that

education remains relevant and accessible while preparing students for future academic and professional environments where technology is essential.

By leveraging these tools effectively, educators can create a more dynamic, efficient, and student-centered learning experience.

**How do you think digital tools have impacted the learning experience of non-native English speakers in your classes?**

Most teachers recognize the positive impact of digital tools on non-native learners, as they enhance engagement, motivation, and classroom interaction. These tools create a dynamic and appealing learning environment, making lessons more interactive and accessible.

However, their effectiveness is moderated by limited teacher training. Some educators report that digital tools have not yet reached their full potential due to a lack of formal training in integrating them effectively. This highlights the need for professional development programs to help teachers leverage these tools for optimal learning outcomes.

The impact of digital tools also varies by module. Subjects that rely on audio-visual content—such as language labs or multimedia presentations—show significant benefits, helping students grasp new concepts more efficiently. In contrast, other modules may not see the same level of improvement, indicating that digital tools are most effective when used in the right context.

Another challenge is the potential for distraction. While digital tools can enhance learning, unregulated smartphone use in class may lead to reduced focus and slower

comprehension. Some students misuse devices, relying on them arbitrarily rather than for educational purposes. To maximize benefits, teachers must implement structured and purposeful use of digital tools, ensuring they support—rather than disrupt—the learning process.

In conclusion, while digital tools offer substantial advantages for non-native learners, their success depends on teacher training, contextual relevance, and disciplined classroom management. Addressing these factors will help educators harness technology's full potential in language education.

**Have you noticed any differences in student engagement or motivation when using digital tools compared to traditional teaching methods?**

Digital tools have shown a positive impact on engagement and motivation for many students, according to teacher feedback. Some educators strongly agree that these tools capture students' attention more effectively than traditional methods, fostering active participation. Given that today's learners are deeply connected to technology and social media, digital approaches often feel more relatable and engaging. Additionally, these tools encourage greater student autonomy, allowing learners to take charge of their education with less reliance on direct teacher guidance.

However, responses remain mixed or neutral among some teachers, who report no significant difference in engagement when comparing digital and traditional teaching methods. This suggests that the effectiveness of digital tools may depend on factors such as subject matter, classroom dynamics, or individual student preferences.

Furthermore, a small number of teachers observed no noticeable impact at all, indicating that not all students respond equally to digital integration. This variation could stem from differences in teaching styles, students' adaptability to technology, or how effectively digital tools are incorporated into lessons.

Ultimately, while digital tools hold great potential to enhance motivation and independent learning, their success depends on context, implementation, and student receptiveness. A balanced, flexible approach—one that adapts to diverse learning needs—can help maximize their benefits.

**How do you assess the effectiveness of digital tools in improving non-native English speakers; language skills, such as reading, writing, listening, and speaking?**

Digital tools have shown varying degrees of effectiveness in developing different language skills. Many teachers report that listening and speaking skills benefit the most, as digital platforms provide access to authentic audio-visual materials, pronunciation models, and interactive speaking exercises. Reading skills also see improvement through digital resources, while writing appears to be less directly impacted, suggesting that traditional instruction may still play a crucial role in this area.

However, some limitations persist, particularly in pronunciation, accent, and intonation. Despite using digital tools, students often repeat the same errors, indicating that technology alone cannot fully address spoken fluency. This highlights the need for teacher-guided correction and structured practice alongside digital resources.

To assess the effectiveness of these tools, teachers employ multiple methods:

- Class participation and interaction to gauge engagement with digital materials.

- Accuracy in classwork to track improvements in language use.
- Quizzes and tests to measure comprehension and retention.
- Reproduction of learned content in speaking and writing tasks to evaluate practical application.

While digital tools offer clear advantages, many educators emphasize the importance of balancing them with traditional teaching methods. A blended learning approach combining interactive digital resources with direct teacher feedback, structured exercises, and face-to-face practice emerges as the most effective strategy for developing well-rounded language proficiency across all four core skills.

Ultimately, digital tools serve as powerful supplements rather than replacements, requiring thoughtful integration alongside proven teaching methodologies to maximize their benefits in language education.

**What are some common challenges or limitations you face when using digital tools in your English language classes, and how do you overcome them?**

The integration of digital tools in education faces several practical challenges that can affect both teaching effectiveness and learning outcomes. One significant barrier is accessibility and technical issues, where students may struggle with limited internet access or lack of personal devices, creating disparities in learning opportunities. Additionally, technical problems such as software malfunctions, internet disruptions, or device failures can interrupt lessons. To mitigate these issues, teachers should prepare backup plans, such as offline resources or printed materials, to ensure uninterrupted learning.

Another critical challenge is the lack of teacher training and assistance. Many educators have not received formal training on how to maximize the potential of digital tools, and the absence of technical support leaves them struggling to resolve software or hardware issues independently. Addressing this gap requires institutions to implement teacher training programs and establish technical support teams, empowering educators to use digital tools confidently and effectively.

Insufficient classroom equipment further complicates the adoption of digital learning. Many classrooms lack essential tools like projectors, computers, or interactive boards, limiting teachers' ability to incorporate technology into their lessons. To overcome this, schools and institutions must invest in digital infrastructure, ensuring that all classrooms are adequately equipped to support modern teaching methods.

Finally, while digital tools can enhance engagement, they also pose a risk of reduced student focus, particularly among younger learners who may become distracted by the technology rather than the learning objectives. A blended approach where digital tools complement rather than replace traditional teaching can help maintain student concentration while still leveraging the benefits of technology. By combining interactive digital resources with conventional instruction, educators can create a balanced learning environment that maximizes engagement without sacrificing focus.

In summary, while digital tools offer immense potential, their successful implementation depends on addressing accessibility barriers, providing teacher training, upgrading classroom equipment, and maintaining a balanced teaching approach. By tackling these challenges proactively, educators can create a more inclusive and effective digital learning experience for all students.

Do you think digital tools can help bridge the gap between native and non-native English speakers in terms of language proficiency?

Digital tools have sparked diverse opinions among educators regarding their effectiveness in language acquisition. Some teachers strongly agree that these tools help bridge the gap between learners and authentic language use. By exposing students to real-world English through listening exercises, interactive speaking activities, and multimedia content digital platforms act as a mirror" of native speech, enhancing communicative competence. When combined with a tutor's guidance, these resources can significantly boost proficiency by reinforcing structured practice with immersive, real-life examples.

However, other educators offer conditional agreement, emphasizing that the impact of digital tools depends on how they are implemented. While Information and Communication Technologies (ICTs) provide valuable exposure, their effectiveness hinges on active engagement rather than passive consumption. Teachers play a critical role in ensuring students use these tools purposefully—for instance, by integrating interactive exercises, discussions, and feedback loops into lessons. Without proper guidance, digital resources may not fully support language development.

On the other hand, some teachers disagree that digital tools alone are sufficient for mastery. While they acknowledge the benefits of increased exposure, they argue that direct interaction, structured practice, and teacher feedback remain irreplaceable. Fluency, they contend, requires more than just digital immersion—it demands \*\*guided correction, conversational practice, and personalized instruction that technology cannot fully replicate.

In conclusion, while digital tools offer powerful opportunities for language exposure and skill development, their success depends on thoughtful integration, teacher involvement, and a balanced approach that combines technology with traditional, interactive learning methods. The most effective strategies will likely merge the strengths of both digital and conventional instruction to foster well-rounded language proficiency.

How do you ensure that digital tools are accessible and user-friendly for students with varying levels of technological proficiency?

The integration of digital tools in education presents both opportunities and challenges, particularly when it comes to ensuring accessibility and maintaining effective teaching practices. Some teachers acknowledge a limited ability to make digital tools accessible to all students, whether due to insufficient training, lack of institutional support, or varying student proficiency with technology. This gap highlights the need for better resources and professional development to help educators adapt digital tools to diverse learning environments.

Preparation plays a crucial role in overcoming these barriers. As one teacher noted, advance planning and structured guidance such as step-by-step instructions can make digital tools easier to use for both educators and students. This suggests that clear frameworks and support materials could enhance accessibility and ensure smoother implementation in the classroom.

However, not all educators fully embrace digital integration. Some prefer a more traditional approach, prioritizing direct teacher-student interaction and motivational

engagement over technology-driven instruction. For these teachers, digital tools serve as a supplement rather than a core teaching method, emphasizing the irreplaceable role of human connection in learning.

Additionally, concerns about student distraction lead some teachers to restrict access to digital tools, allowing only the instructor to use them during lessons. This cautious approach stems from observations that students may misuse technology such as smartphones or laptops for non-educational purposes, undermining their focus. As a result, these educators advocate for controlled, teacher-directed use of digital resources to maintain a productive learning environment.

Ultimately, the effective use of digital tools requires a balanced strategy one that addresses accessibility challenges, provides structured preparation, and thoughtfully integrates technology alongside traditional teaching methods. By tailoring digital adoption to classroom needs and maintaining an emphasis on engagement, educators can harness the benefits of technology while preserving the essential human elements of teaching and learning.

Have you noticed any differences in student outcomes or language proficiency when using digital tools compared to traditional teaching methods?

The integration of digital tools in language education has elicited varied responses from teachers, reflecting both optimism and caution. Many educators acknowledge the positive impact of these tools, particularly in enhancing listening and speaking skills. By exposing students to authentic audio-visual materials such as videos, podcasts, and interactive exercises digital resources help improve pronunciation, comprehension, and

fluency in ways that traditional methods often cannot. The dynamic nature of multimedia content also increases student engagement, making learning more interactive and enjoyable.

However, the effectiveness of digital tools is highly context-dependent, varying by the skills being taught. Some teachers argue that while digital tools excel in developing listening and speaking proficiency, traditional methods remain superior for reading and text analysis. Printed handouts, for instance, encourage deeper reading, critical thinking, and structured writing practice areas where digital distractions might hinder focus. This divergence suggests that a blended approach, strategically combining digital and conventional techniques, could optimize learning outcomes across all language competencies.

Not all feedback is positive, though. Some teachers report no significant improvement in student performance with digital tools, and a few even observe potential drawbacks. One concern is that students may become over-reliant on technology, leading to passive learning habits as information becomes more readily accessible. Without deliberate instructional design, digital tools might inadvertently reduce cognitive effort, making learners "lazier" rather than more proficient.

Given these mixed results, some educators emphasize the need for further research, particularly longitudinal studies, to assess the long-term effects of digital tools on language proficiency. Short-term observations may not capture the full picture, and sustained analysis could clarify whether technology-driven learning leads to lasting gains or merely superficial engagement.

In conclusion, while digital tools offer undeniable benefits especially for oral and aural skills their role in language education should be balanced and intentional. A thoughtful combination of digital and traditional methods, guided by ongoing research and tailored to specific learning objectives, may hold the key to maximizing their potential while mitigating unintended consequences.

What recommendations would you give to other teachers or educators who are considering integrating digital tools into their English language classes?

The role of digital tools in modern education has sparked a spectrum of opinions among educators, reflecting both enthusiasm and measured caution. Some teachers strongly advocate for digital integration, asserting that technology-enhanced classrooms offer superior learning experiences compared to traditional methods. One educator even proposes the concept of fully digital classrooms, where ICT-based environments become the primary medium for instruction, arguing that such settings provide more dynamic and effective learning opportunities.

However, other educators emphasize flexibility and student-centered adaptation in tool selection. One teacher maintains that digital tools, while beneficial, are not mandatory for effective teaching, demonstrating that quality education can still occur through conventional methods. Another highlights the impossibility of a one-size-fits-all approach, noting that each class has unique learning styles, needs, and interests. This perspective suggests an experimental approach at the semester's start trying both traditional and digital methods before determining which best engages a particular group of students.

Amidst these differing views, many educators converge on the value of a blended learning approach. While acknowledging the benefits of digital tools, they caution against over-reliance on technology, stressing that the teacher's physical presence and guidance remain irreplaceable. The blended model emerges as a balanced solution, strategically combining the engagement of digital resources with the interpersonal benefits of traditional teaching to optimize learning outcomes.

Ultimately, these perspectives reveal that while digital tools hold significant potential, their implementation requires nuanced consideration of teaching contexts, student needs, and the irreplaceable human elements of education. The most effective approach may lie not in choosing between digital or traditional methods, but in thoughtfully integrating both to create adaptable, student-centered learning environments.

### **3.2 Suggestions and Recommendation:**

Based on the findings from both student and teacher questionnaires, the following recommendations are proposed to enhance the integration and effectiveness of digital tools in English language learning.

- **Optimizing Digital Tools for English Language Learning: Practical Recommendations**

The integration of digital tools in English language education has demonstrated significant potential to enhance engagement, accessibility, and learning outcomes. Based on comprehensive data from student and teacher questionnaires, the following actionable strategies are proposed to maximize the effectiveness of these tools for educators, learners, and institutions.

➤ Empowering Educators: Strategies for Effective Digital Integration

- Professional Development Initiatives: Implement mandatory training workshops to familiarize teachers with AI-driven tools (e.g., ChatGPT, Grammarly), learning management systems (e.g., Moodle), and interactive platforms (e.g., Kahoot!), also foster peer mentorship programs where tech-savvy educators guide colleagues in adopting digital methods, and establish dedicated technical support teams to assist with troubleshooting and tool implementation.

- Adopting a Blended Learning Framework: Combine digital tools (e.g., podcasts, language apps) for listening and speaking practice with traditional methods (e.g., printed texts) for reading and writing mastery, also Leverage the flipped classroom model by Assign AI-based exercises (e.g., Duolingo) as homework, reserving class time for interactive discussions and teacher-led feedback.

- Enhancing Classroom Engagement: Introduce gamified learning (e.g., Quizlet Live, VR language apps) to boost motivation, also Use authentic multimedia content (e.g., TED Talks, YouTube videos) to contextualize lessons, and Set clear guidelines for device usage to minimize distractions.

- Promoting Equity and Accessibility: Provide loaner devices for students lacking technology, also Offer offline resources (e.g., downloadable worksheets, audio files) for those with unreliable internet, and prepare low-tech backup plans (e.g., group discussions, printed exercises) for technical failures.

➤ Guidance for Students: Maximizing Digital Learning

- Personalized Skill Development; Utilize AI tutors (e.g., ELSA Speak) for real-time feedback on pronunciation and writing, also Adopt adaptive apps (e.g., Babbel) and spaced repetition tools (e.g., Anki) for vocabulary retention.
- Active Participation in Digital Communities: Join language exchange platforms (e.g., Tandem) to practice with native speakers, also Engage in online forums (e.g., Reddit's r/English Learning) to discuss challenges and solutions.
- Balancing Technology and Human Interaction: Complement digital practice with teacher feedback for nuanced corrections, also Transform passive consumption (e.g., watching videos) into active learning by summarizing content or writing reflections.
- Cultivating Digital Discipline: Use productivity apps (e.g., Forest) to minimize distractions and track study goals.

➤ Institutional and Policy-Level Recommendations

- Infrastructure Investment: Upgrade classrooms with interactive tools (e.g., projectors, VR headsets), also Collaborate with telecom providers to subsidize internet access for disadvantaged students.
- Curriculum Modernization: Integrate digital literacy courses to teach effective tool usage. Also Embed AI and VR into syllabi (e.g., virtual conversation simulations).
- Ongoing Evaluation and Improvement: Conduct long-term studies to assess the impact of digital tools on proficiency, also Regularly collect stakeholder feedback to refine implementation strategies.

Digital tools undeniably enrich English language education by fostering engagement and personalization. However, their success hinges on:

- Teacher preparedness through targeted training.
- Strategic blending of digital and traditional pedagogies.
- Equitable access to technology for all learners.
- Active, mindful usage to avoid over-reliance on automation.

As the adage reminds us, "Technology will not replace teachers, but teachers who use technology effectively will replace those who don't." Embracing these recommendations ensures that digital integration complements rather than replaces the irreplaceable human elements of teaching, paving the way for a more inclusive and dynamic learning environment.

### 3.3 Conclusion:

This chapter has presented a comprehensive analysis of student and teacher perspectives on the use of digital tools in English language learning. The findings reveal a strong preference for digital technologies among learners, with 79.1% favoring them over traditional methods, citing benefits such as flexibility, interactivity, and personalized learning. Teachers, while recognizing the advantages of digital tools in enhancing engagement and accessibility, also highlighted challenges including technological barriers, the need for professional training, and the importance of balancing digital and traditional pedagogies.

The insights gathered underscore the transformative potential of digital tools in language education while acknowledging their limitations. As technology continues to evolve, a thoughtful, adaptive implementation one that prioritizes pedagogical goals over tool adoption will be essential to harness its full benefits. This chapter lays the groundwork for understanding how digital tools can complement, but not replace, the irreplaceable role of educators in fostering meaningful language acquisition.

The future of education lies not in choosing between technology and tradition, but in weaving them together to create richer learning experiences

## General conclusion

This research explored the role of digital tools in English language acquisition for non-native speakers, focusing on their validity, reliability, and effectiveness compared to traditional methods. The study incorporated perspectives from both learners (master's students) and educators, using quantitative analysis to ensure robust and generalizable findings.

This study ensured both validity and reliability through a rigorous research design. Validity was maintained by employing structured questionnaires with clear, objective questions, ensuring that the collected data accurately reflected the experiences of both learners and teachers. Additionally, triangulation of data comparing student and teacher responses reinforced the credibility of the findings. The research design further minimized bias by focusing on standardized digital tools (such as AI-based platforms, language apps, and online dictionaries) that are widely recognized in language education.

In terms of reliability, the quantitative approach provided statistical consistency in responses, with high agreement rates (e.g., 95.3% of students affirmed that digital tools improve accessibility). The sample population comprising master's students and university teachers offered expert-level insights, enhancing the dependability of the conclusions. Ethical considerations, including voluntary participation and anonymity,

were strictly followed to ensure unbiased and honest feedback, further strengthening the study's reliability.

By combining these methodological strengths, the research produced credible, consistent, and generalizable findings on the effectiveness of digital tools in English language acquisition.

The study revealed that digital tools significantly enhance learning efficiency in English language acquisition. An overwhelming 95.3% of students agreed that these tools improve accessibility and flexibility, enabling self-paced study. Additionally, 58.1% found digital methods more engaging than traditional approaches, attributing this to gamification and AI-driven personalization. Notably, tools like AI tutors (used by 60.5%) and language apps (23.3%) were particularly effective in improving comprehension, speaking skills, and vocabulary retention.

However, challenges remain. A significant 59.5% of students reported facing technological barriers, such as limited internet access or insufficient devices. Some educators expressed concerns about over-reliance on AI, noting that excessive dependence may reduce critical thinking. Furthermore, while digital tools expose learners to authentic language use, 2.3% felt they lack depth in cultural context compared to human interaction.

From the teacher's perspective, a blended learning approach combining digital tools with traditional instruction was deemed most effective for balanced proficiency (e.g., using Grammarly for writing while maintaining face-to-face speaking practice).

However, limited teacher familiarity with advanced tools (e.g., VR/AR) was identified as a barrier to full integration.

These findings highlight both the transformative potential of digital tools in language learning and the need to address accessibility, over-reliance risks, and teacher training to maximize their benefits.

To maximize the benefits of digital tools in English language learning, institutions should invest in modern infrastructure, such as language labs and VR setups, while also prioritizing teacher training programs to enhance digital literacy. Educators are encouraged to adopt a blended learning approach, strategically integrating digital tools for interactive practice (e.g., AI-based exercises) while preserving direct feedback for nuanced skills like pronunciation and cultural fluency. Students should leverage AI-powered tools such as ChatGPT for writing refinement and ELSA Speak for pronunciation but balance them with real human interaction to develop deeper linguistic and cultural understanding. By combining technological innovation with traditional pedagogical strengths, stakeholders can create a more effective, inclusive, and adaptive language learning ecosystem.

Digital tools have significantly transformed English language acquisition, offering scalable, engaging, and personalized learning experiences. However, their effectiveness depends on strategic integration, addressing accessibility gaps, and balancing technology with human instruction. While AI and apps excel in accessibility and skill-building, traditional methods remain vital for fostering critical thinking and cultural competence.

# Appendices

## Appendix A

### Student's Questionnaire:

You are kindly invited to answer the following questionnaire that aims to investigate The Impact of Digital Tools on English Language Acquisition Among Non-Native Speakers your contribution is very important for the present research, please do it seriously and sincerely.

1-Do you prefer:

Digital technologies in language learning

Traditional classroom method

2-doyou agree that digital technologies have made English acquisition more accessible to non-native speakers :

Yes

No

3-how frequently do you use digital technologies in classroom :

Often

Rarely

Never

4-what do you use often in digital technologies for learning English :

Online dictionaries

Grammar checker

Language learning apps

Ai

5-how do you think digital technologies made English learning:

More engaging

More interactive

More complex

6-what is the most benefit of digital technologies in English language acquisition:

Improve your speaking

Improve your comprehend and understand English texts

Develop your writing skills

Retain and remember English vocabulary

7-what is the big challenge faced when using digital tools:

Difficulties to accessing technology

Lack of innovation and engagement

Feeling of stress and isolation

8-what are the best mechanism that allow the best use of digital tools:

Virtual language communities

Discussion forum

Exchange initiatives

9-do you agree that digital tools improve linguistic proficiency and cultural comprehension among non-native speakers:

Yes (explain)

No (explain)

10-what do you predict for the evolution and development of digital tools for

Language acquisition :

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.....

**Appendix B****Teacher's Questionnaire :**

1. What digital tools do you currently use in your English language classes, and how do you integrate them into your teaching practices?
2. How do you think digital tools have impacted the learning experience of non-native English speakers in your classes?
3. What are the most significant benefits of using digital tools in English language instruction, in your opinion?
4. Have you noticed any differences in student engagement or motivation when using digital tools compared to traditional teaching methods?
5. How do you assess the effectiveness of digital tools in improving non-native English language skills, such as reading, writing, listening, and speaking?
6. What are some common challenges or limitations you face when using digital tools in your English language classes, and how do you overcome them?
7. Do you think digital tools can help bridge the gap between native and non-native English speakers in terms of language proficiency?
8. How do you ensure that digital tools are accessible and user-friendly for students with varying levels of technological proficiency?

9. Have you noticed any differences in student outcomes or language proficiency when using digital tools compared to traditional teaching methods?

10. What recommendations would you give to other teachers or educators who are considering integrating digital tools into their English language classes?

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