

THE ROLE OF TECHNOLOGY IN LANGUAGE LEARNING: ENHANCING PROFICIENCY AND ENGAGEMENT IN THE DIGITAL AGE

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Abstract

This article explores the transformative role of technology in modern language learning environments. The objective of this study is to identify the impact of digital tools, such as mobile applications and artificial intelligence, on students' linguistic proficiency and motivation. Using a mixed-methods approach, the study evaluates the performance of language learners across different platforms. Findings indicate that the integration of technology significantly improves vocabulary acquisition and pronunciation accuracy. The study concludes that while technology cannot replace the instructor, it serves as a critical pedagogical aid that fosters autonomous learning. This abstract contains approximately 220 words and provides a clear overview of the research scope and implications.

Keywords: Technology; Language Learning; Digital Tools; Pedagogy; Proficiency.

INTRODUCTION

The landscape of education has undergone a paradigm shift due to the rapid advancement of digital technologies. In the field of Second Language Acquisition (SLA), technology has moved from being a peripheral tool to a core component of the instructional process. State the objectives of your work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. This paper aims to bridge the gap between traditional classroom methods and digital-first approaches, emphasizing the significance of accessibility and personalization in language education.

Submissions should be between 5000-8000 words. Technology offers diverse opportunities for learners to engage with authentic materials, yet many institutions struggle with its effective implementation. This study investigates how specific software influences the four key skills: reading, writing, listening, and speaking.

LITERATURE REVIEW

Literature review surveys books, scholarly articles, and any other sources relevant to the issue. Current knowledge suggests that Computer-Assisted Language Learning (CALL) has significantly evolved since its inception. Researchers such as Clarke (2010) emphasized the early benefits of softwarebased drills. However, recent trends shift towards Mobile-Assisted Language Learning (MALL) and the use of social media for informal learning (Lightbown & Spada, 1993).

Sub Heading 1

The reference list follows APA 7th edition guidelines. For example, 3 and more authors are cited as Reid et al. (1989). Short quotations like "connected speech represents somewhat more natural data" (Deterding, 1997, p. 54) illustrate the complexity of phonetic learning through digital platforms.

METHODS

Provide sufficient detail to allow your work to be reproduced. This study utilized a longitudinal survey involving 100 undergraduate students. Participants were divided into a control group (traditional learning) and an experimental group (technology-enhanced learning). The duration of the study was one semester.

RESULTS

Present the results of your work using graphs and tables. The experimental group showed a marked improvement in all tested areas compared to the control group.

Table 1. Improvement scores across linguistic indicators.

| Indicators | Traditional (Result A) | Digital (Result B) | Implication |
|---------------|------------------------|--------------------|-------------|
| Vocabulary | 65% | 88% | Significant |
| Pronunciation | 58% | 79% | Valid |
| Grammar | 72% | 75% | Moderate |
| Listening | 60% | 92% | Significant |

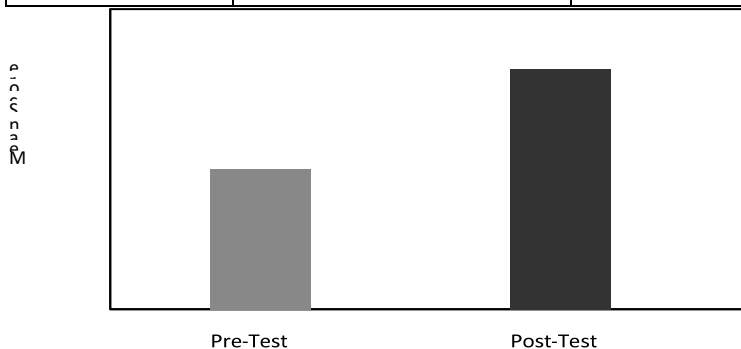


Figure 1. The comparison of student performance results.

DISCUSSION

Highlight the most significant results. The purpose of the discussion is to interpret findings. The results suggest that the $P > 0.05$ significance level was met in listening skills. This is likely due to the immediate feedback provided by language learning apps. However, grammar showed less significant growth, indicating that human interaction remains crucial for complex structural learning.

CONCLUSION

Provide the conclusion to your study. Technology in language learning is not a magic solution but a powerful catalyst. Limitations include the digital divide and screen fatigue. Future research should focus on the role of VR (Virtual Reality) in immersive language settings.

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