The Role of Technology in the English Language Acquisition Process

Mingda Dai

Melissa Davila

Meng Qu

Todd Pollara

Maria Magaña-Saenz

Steven Silva

California State University, San Bernardino

Table of Contents

Abstract 3

Introduction 4

Methodology 5

Data Analysis 6

Literature Review 8

Conclusion 37

References 39

Appendix A 41

Appendix B 43

### Abstract

In the present study, we examine the degree to which English Language Learners (ELL) students reported using electronic devices to aid them in the acquisition of English as a second Language, and their perception of the usefulness of such devices in the classroom or school setting. We used a quantitative questionnaire that allowed us to analyze how frequently the electronic devices were being used, and the degree of influence that technology had on their learning of the English language. The students that were chosen to participate in this survey come from different backgrounds and have different levels of education in their native country. They are also in a mixed grade class ranging from 9th grade to 12th grade. Given the varying levels of English proficiency, special care was taken to ensure that they understood each question in the survey. All students surveyed indicated that they have access to at least one or more technological devices. Unanimously the subjects indicated that they would welcome an increased use of technology in the classroom.

### Introduction

In the last twenty years, the use and availability of modern personal electronic devices has increased exponentially. Given the widespread availability of modern technology, we sought to analyze the degree to which this new technology is used by high school English as a Second Language (ESL) students to help supplement their English language development. We focused our research on the type of technological devices available to students, along with those devices that they find useful or beneficial to their learning process. There was a plethora of information available on technology in the learning environment. This made it evident that this issue supported the paradigm in the field of education. We found numerous research studies, which will be presented in the Literature Review section, that clearly point out important findings made on this topic of study.

Our intention was not to replicate a study but rather use the resources available to us to do our own investigation. One of our group members provides support to ELL students, hence she has direct contact with students that are going through the process of learning English as a second language. Several of our group members are themselves English Language Learners and know first hand the difficulties involved in learning the English language. Traditionally ELL students are known to struggle with written and spoken English language. Given the availability of technology in modern times our interest was set on how this struggle could be alleviated by the use of such technological devices. Our investigation was tailored to 43 students currently classified as English Language Learners (ELL). For our initial hypothesis, we believe that in modern times the use technological devices can only augment ELL language acquisition. Our focus questions are the following:

* What kind of electronic devices are readily available to the students?
* What devices do they find most helpful in learning English?
* If they wish that they could use more technology in the classroom to help them with their English skills?
* Do students believe technology is helpful?

Our results, along with additional findings, will be discussed in the Data Section of this paper.

### Methodology

As a group we had an array of options as to what technique we should use. The method that the group felt most appropriate for our study was to give a questionnaire to each of the forty-three students. The students consisted of nineteen females, and twenty four males. The ages of these students were between fourteen to seventeen years old. This questionnaire consisted of ten questions (See Appendix A for complete questionnaire). Some examples of these questions were: Do you have any access to any electronic devices? How often do you use these devices? Do you use technological devices at home to help you learn English language skills? The students would answer these questions by circling answers such as: often, sometimes and never. Some of the questions given on the survey allowed the students to fill in a blank section with their own answers. By giving a blank section to fill out on some of the questions it allowed the student to give electronic devices that were unknown to the group previously. Finally, we also sent a letter home (See Appendix B) to inform parents that their children would be answering questions related to education and technological devices.

The research team thought it would be the simplest way to collect the data because it offered the respondents a range of answers to choose from. While making the survey our group had to keep in mind that the students all have a different level of understanding in the English language. Our research foresaw several issues that could affect our findings. Foremost, was that some students may not completely understand the questions that were asked in the questionnaire. We also anticipated the possibility that students socioeconomic background might become a factor due to the fact that some students might not have access to technology outside of the classroom.

### Data Analysis

The research team decided to use a quantitative approach (surveys) to collect data. After sufficient data was collected and analyzed, our findings showed that ELL students preferred, and learned more efficiently while using technology as a learning tool versus the simple traditional classroom techniques (whiteboard, PowerPoint, and projectors). Through the results of the survey, we learned that the subjects unanimously welcomed the increase use of technology, both in the classroom, and outside of the classroom. The findings show that because students prefer, and excel while using technology in the classroom, learning institutions should alter and adapt their curriculum to be more technological based for future ELL students.

The following chart outlines the results of the survey broken down by gender and subject. As outlined in the results there are several measures of central tendency that are most helpful such as the mode. In the first set of responses the mode tells us that an equal amount of students have accessibility to certain electronic devices. The average did not provide us with much help since each question had a particular response. At the same time the median was also non relevant. Finding the mid-point of student responses for each question did not give us an applicable response to our original query.

Numbers ahead is the question number. M = Male; F = Female; T = Total.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Question | Smart Phone | | | Game Consoles | | | Tablet | | | Television | | | Laptop | | | DVD Player | | | Desktop | | | Other | | |
| M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| 1 | Do you have access to any electronic devices? Check all that apply | 16 | 16 | 32 | 13 | 8 | 21 | 13 | 8 | 21 | 15 | 14 | 29 | 10 | 11 | 21 | 10 | 11 | 21 | 9 | 7 | 16 | 2 | / | 2 |
| 2 | Have you ever used any of these electronic devices to help you improve your English language skills? Check all that apply | 9 | 14 | 23 | 8 | 1 | 9 | 8 | 5 | 13 | 10 | 9 | 19 | 8 | 7 | 15 | 9 | 2 | 11 | 6 | 5 | 11 | 3 | / | 3 |
| 4 | Do you wish you could use more technology in the classroom to help you with your English skills? Check all that apply | 14 | 13 | 27 | 8 | / | 8 | 11 | 12 | 23 | 11 | 3 | 14 | 11 | 7 | 18 | 8 | 2 | 10 | 7 | 2 | 9 | 5 | / | 5 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Question | Frequently | | | Sometimes | | | Rarely | | | Never | | |
| M | F | T | M | F | T | M | F | T | M | F | T |
| 3 | How often do you use these devices? | 10 | 14 | 24 | 5 | 2 | 7 | / | / | / | / | / | / |
| 5 | How frequently would you like to use these technological devices in the classroom? | 6 | 7 | 13 | 6 | 8 | 14 | 1 | 1 | 2 | 3 | / | 3 |
| 11 | Overall do you think technology is helpful? | 9 | 9 | 18 | 2 | 6 | 8 | / | / | / | 1 | / | 1 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Question | English | | | PE | | | Foreign Language | | | Science | | | Math | | | Woodshop | | | History | | | Art | | | Other | | |
| M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| 6 | In what subjects do you find technology to be helpful? Check all that apply | 10 | 16 | 26 | 4 | / | 4 | 10 | 10 | 20 | 12 | 12 | 24 | 11 | 10 | 21 | 2 | / | 2 | 9 | 14 | 23 | 3 | 1 | 4 | 5 | / | 5 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Question | Yes | | | No | | |
| M | F | T | M | F | T |
| 7 | Do you find it easier to use a tablet or electronic device to translate a word than the traditional paper dictionary? | 17 | 15 | 32 | 1 | / | 1 |
| 8 | Do you wish you had more access to electronic games or apps to help you acquire more English language skills? | 14 | 13 | 27 | 2 | 4 | 6 |
| 9 | Do you know of any apps to help you with English language reading / writing / speaking? List the names | 9 | 8 | 17 | 6 | 10 | 16 |
| Rosetta stone; Charo del ocho | | |
| 10 | Do you use technological devices at home to help you learn English language skills? | 12 | 4 | 16 | 6 | 6 | 12 |

### Literature Review

To get started, each group member had the individual task of finding a specific scholarly journal based around a technological device that is a current trend among high school students. Ideally, we wanted each journal to help us determine if the specific technological devises had proven to be an effective or ineffective tool for English Language Learners.

One of the articles that we focused around was, “Mobile English learning: A evidence-based study with fifth graders.” The general purpose of the study was to determine if specific technology such as a mobile phone and the applications within the phone can help enhance the learning outcomes of students learning English as a second language vs. a traditional classroom setting. For the purpose of the study, two questions were raised; 1. Children who use the mobile application will outperform children who just follow English lessons in class and 2. Children who are allowed to take the mobile device home with them will be motivated to use it on their own account.

A total of 75 children who were in the 5th grade were tested. 33 were boys and 42 were girls. Their ages ranged from 8 to 10 years old. Their native language was Dutch and they were all participants in a program called Early Bird at school, whose purpose was to teach the students the English language as a second language using a mobile phone. A specific game application for the phone to carry was created for the test group. A field trip to the zoo was organized for the children to test the phone application there.

Combinations of procedures were conducted starting with a pre-test and a post-test of the following items: 1st vocabulary test, 2nd active speech recording, 3rd observation and activity, 4th questionnaire for children, teachers, and parents of test group #3. All groups scored significantly higher on both the passive and the active part of the post-test than they did in the pre-test. However group 3 surpassed and outperformed groups 1 and 2 in all post-test. The amount of learning time correlated significantly with the passive part of the post-test. On average group 3 practiced and actively used the English lessons on their mobile phone for 1 hour every day, outside of the classroom for the two weeks that they had the phone. Results indicated that the larger learning gains demonstrated by group #3 were mostly due to the additional learning time spent practicing on the mobile device and game application.

The findings indicated that the learning process inspired by the application on the mobile device was systematically more efficient than the learning process that took place in the classroom. Group 3 tested better in the post-test than did groups 1 and 2, due to the fact that the children were motivated to play the game at home when feeling bored. This was supported with a log file that showed children in group 3 spent in extra 1.5 h on the phone application at home vs. the other children that had no phone device to take home. The authors stated that their findings left them to conclude that technology does in fact help children in learning a second language. It is the extra time spent studying and practicing that makes the difference. It is mobile phones and game applications that encourage for the extra study time from the children.

Another journal article that we focused around was the article named, “I Get to Use an iPod in School? Using Technology-Based Advance Organizers to Support the Academic Success of English Learner.” In recent years the number of students that enroll in our local schools under the classification of (EL) English Learner has increased dramatically over time. This raises a lot of questions. For instance what does this growth mean for teachers? How can teachers meet the needs of EL students? The research article tries to answer these questions by exploring how innovative technologies such as podcast and mobile devices can help EL students learn at a faster pace. The research investigated the impact of technology-based advanced organizers (TBAO’S) on the academic performance of fourth grade EL students who participated in a unique museum-school collaboration called “School in the Park,” including their engagement in hands-on activities. “School in the Park” is centered in San Diego’s Balboa Park where inner city students have classes 1 week each month at one of the participating museums.

This was a quasi-experimental study that utilized a mixed methodological design. An overview of the design that was followed was shown throughout the journal article. The primary research questions guiding the study were: 1. What effect do (TBAOs) have on ELs academic performance, specifically how much was learned and the EL’s engagement in the hands-on activities. And 2. What is the relationship between using (TBAOs) in the learners’ primary language and the students’ academic performance on English only assessments. Its main driving force was to determine if the growing trends of allowing technology in the classroom truly helping EL students advance and get engaged in the curriculum at hand.

The study took place over eight non-consecutive weeks at the San Diego Natural History Museum. Study participants included 240 fourth grade EL students, classroom teachers of the students participating in the study, the “Students in the Park” program Director, the “Students in the Park” program lead teacher, IT personnel helping with production, and lastly, a Spanish translator for each of the Spanish podcast. Study participants used the TBAOs prior to and following a regular day at the “Students in the Park” program. On the final day of instruction students were tested on their understanding of concepts taught during the week. A series of ten technology-based advance organizers were created in the form of podcasts; five in English and five in Spanish. Each of the podcast contained text, video, pictures, sound effects, and oral narration. The podcast varied in length between 4 to 6 minutes. All material was presented both in English and in Spanish.

It was a combination of pre-test and post-test, along with the collection of the data that was recorded in the podcast that each individual student used while participating in the “Students in the Park” program. A One Way Analysis of Variance, focusing on only the posttest scores across the three EL groups that were tested was the main source for coming to a conclusion. Lastly, Student focus group interviews were conducted and were also heavily used in determining a conclusion for the study.

Multiple study designs were created for this study. Throughout the journal article flow charts and charts with side by side comparison were used to give a visual frame of how each step and result that took place. In total four different tables were created by the investigators, each with a different purpose.

Results showed that ELs performed better than all other groups that didn’t use the podcast organizers. The findings provide evidence of the positive impact that technological tools may have as instrumental tools for learning specifically for EL students. There was also a significant interaction effect. Indicating that in comparison to native English speakers, ELs level of engagement in group work was higher after viewing the podcast and lower when simply watching a DVD version intended for the entire classroom. The TBAOs supported both student learning and engagement with four themes emerging; reinforcement, schema, student choice, and construction of new knowledge. Furthermore all educators noticed students’ receiving the podcast intervention demonstrated high levels of knowledge retention and increased excitement about learning the material.

We found the student focus interviews and teacher interviews the most powerful are rewarding in regards to the study conducted. It gave completely different perspectives that were both valuable. The personal accounts gave the research more validation than all the different charts that were used throughout the journal article. Much was appreciated from the personal recollections that were provided. It was truly insightful to see the motivation and retention that the podcast were able to bring to the EL students as compared to native English speaking students. It was nice to see because many times discourses exist within our society that automatically assume a native English speaker will always academically outperform those learning the language as a second language. The study proved that this is not always the case and that as long as EL students have to right instructional tools, their academic performance with excel.

An Additional article was written and conducted by Jie Chi Yang, Chih Hung Chen, and Ming Chang Jeng. They work for the Graduate Institute of Network Learning Technology. The purpose of the research was to determine if children that used learning technology in the classroom setting would learn English faster, and more efficient than students who used a normal classroom tools. The Participants were sixty, 6th grade students broken up into two groups of thirty. One group of thirty used technology to learn English (interactive learning games), and the other group of thirty used the basic classroom techniques to learn English such as a chock board, pens, paper and a PowerPoint. If the researchers data suggests that technology does play a role in helping none native English speakers learn English it could change how people learn English forever.

Before the two groups of participants were split up they were administered a pretest and interviewed to determine how much English the students knew before any learning programs were implemented. The study took place in an elementary school in Taiwan. The sixty students consisted of two different classrooms each containing thirty students. One group of thirty students only received PowerPoint in English for a total of three class sessions (totaling 120 minutes). The second group of thirty students got to play the digital English learning games for three class sessions (totaling 120 minutes). Before any students were able to use the technology, they had to be taught how to used the software. This took one, one-hour session to teach the students how to use the software correctly.

The two groups of students were constantly being compared throughout the research study. The researchers would constantly interview the children to see where they were throughout the process. The software used to develop the system included an object-oriented programming language, Flash Action Script 2.0 and JavaScript and PowerPoint.

The conclusion to this study was that the students that were using the video technology to learn English were able to pick up the language 27% faster than those who were only using the PowerPoint.( Yang, J. , Chen, C. , & Chang Jeng, M. 2010). However, after more research was conducted the researchers found that in the group of thirty students who used regular classroom tools reported that even if the students knew the correct answer they would not say it due to being bored and frustrated (Yang, J. , Chen, C. , & Chang Jeng, M. 2010 ). Also, the students who were using the technology said that they were having a lot of fun learning, while the students that were not using technology reported that they were constantly bored and frustrated throughout the process.

The article did a really good job of showing how and why they conducted their research the way that they did. They showed each step of the process, which made it easy to understand their research, as well as to be able to duplicate their findings later (if needed). Being a visual learner myself I feel that if I am given these same tests to learn a second language I would be able to learn much faster than if only given the chock board, paper, pens and a PowerPoint. The researchers discussed how the learning games are interactive and helped keep the children focused on learning. When interviewing the thirty children they reported that they were learning as well as getting their daily exercise by moving around in the interactive learning games.

The quantitative article reviewed was called “Spanish Vocabulary-Bridging Technology-Enhanced instruction for young English Language Learners’ word learning. It was researched and written by Lindsey Leacox and Carla Wood. The journal entailed a study that examined preschoolers and kindergarteners (24 students in all) that attended a migrant summer program. The students were broken down into small groups to listen to an electronically read storybook to help enhance their English learning. The students were also able to interact with this storybook by clicking on pictures and words. If a student clicked on a picture or word the program would sound out the word to further help the student learn the pronunciation, and would sometimes give a definitions of the word.

The purpose of this study was to see if technology could help students that are non-native English speakers learn English. The questions that it raised was does technology help these students learn English?

Much like the other articles, these researchers constructed a pre-test to see how much English their students knew before the study was constructed. After the test was administered they were able to start the process. The test took six weeks to construct because that was the length of the summer program. The researchers were able to compile the data they had collected to get the Pre-test M and SD. Post-Test M and SD and Gain Scores, and the English Expressive naming and bilingual expressive definitions (Leacox, L., & Wood Jackson, C. 2014).

The data reveals that after the students were exposed to technology based English learning the students were able to learn English at an alarming rate. The pre-test shows that the students had a combined score of 0.78 Medium. While after using the technology based English learning had test result of 1.12 Medium. This is a difference of .34. (Leacox, L., & Wood Jackson, C. 2014). The author concludes that using technology to teach non-native English speakers English is a valuable tool. The students seemed to be more inclined to listen and were much less likely to get bored with the subject.

We would not say that there were no cautions raised by the interpreter. It seemed as though the data was consistent with their hypothesis, and pretty straightforward. I think that this study is very important because it shows just how important technology could be in the learning environment. The researchers did a very good job showing the layout of their process. If given the proper tools I believe that this would be easy to reconstruct, and we would get the similar results.

We had a very good idea that technology could and would help students learn English who are Non-English speakers. However, once I saw that actual data to support my idea it was very alarming. The children had to do many different tests such as vocabulary, spelling, learning names, and grammar. Every time the research came back positive for the students using technologies to learn English, rather than just a regular class setting.

Another article was written and conducted by Jie Chi Yang, Chih Hung Chen, and Ming Chang Jeng. They work for the Graduate Institute of Network Learning Technology. The purpose of the research was to determine if children that used learning technology in the classroom setting would learn English faster, and more efficient than students who used a normal classroom tools. The Participants were sixty, 6th grade students broken up into two groups of thirty. One group of thirty used technology to learn English (interactive learning games), and the other group of thirty used the basic classroom techniques to learn English such as a chock board, pens, paper and a PowerPoint. If the researchers data suggests that technology does play a role in helping non- native English speakers learn English it could change how people learn English forever.

Before the two groups of participants were split up they were administered a pretest and interviewed to determine how much English the students knew before any learning programs were implemented. The study took place in an elementary school in Taiwan. The sixty students consisted of two different classrooms each containing thirty students. One group of thirty students only received PowerPoints in English for a total of three class sessions (totaling 120 minutes). The second group of thirty students got to play the digital English learning games for three class sessions (totaling 120 minutes). Before any students were able to use the technology, they had to be taught how to used the software. This took one, one-hour session to teach the students how to use the software correctly.

The two groups of students were constantly being compared throughout the research study. The researchers would constantly interview the children to see where they were throughout the process. The software used to develop the system included an object-oriented programming language, Flash ActionScript 2.0 and JavaScript and PowerPoint.

The conclusion to this study was that the students that were using the video technology to learn English were able to pick up the language 27% faster than those who were only using the PowerPoint.( Yang, J. , Chen, C. , & Chang Jeng, M. 2010). However, after more research was conducted the researchers found that in the group of thirty students who used regular classroom tools reported that even if the students knew the correct answer they would not say it due to being bored and frustrated (Yang, J. , Chen, C. , & Chang Jeng, M. 2010 ). Also, the students who were using the technology said that they were having a lot of fun learning, while the students that were not using technology reported that they were constantly bored and frustrated throughout the process.

The article did a good job of showing how and why they conducted their research the way that they did. They showed each step of the process, which made it easy to understand their research, as well as to be able to duplicate their findings later (if needed). Being a visual learner myself I feel that if I am given these same tests to learn a second language I would be able to learn much faster than if only given the chock board, paper, pens and a PowerPoint. The researchers discussed how the learning games are interactive and helped keep the children focused on learning. When interviewing the thirty children they reported that they were learning as well as getting their daily exercise by moving around in the interactive learning games.

There was a quantitative article has been reviewed by the name of “Spanish Vocabulary-Bridging Technology-Enhanced instruction for young English Language Learners’ word learning. It was researched and written by Lindsey Leacox and Carla Wood. The journal entailed a study that examined preschoolers and kindergarteners (24 students in all) that attended a migrant summer program. The students were broken down into small groups to listen to an electronically read storybook to help enhance their English learning. The students were also able to interact with this storybook by clicking on pictures and words. If a student clicked on a picture or word the program would sound out the word to further help the student learn the pronunciation, and would sometimes give a definitions of the word.

The purpose of this study was to see if technology could help students that are non-native English speakers learn English. The questions that it raised was does technology help these students learn English?

Much like the previous research, these researchers constructed a pre-test to see how much English their students knew before the study was constructed. After the test was administered they were able to start the process. The test took six weeks to construct because that was the length of the summer program. The researchers were able to compile the data they had collected to get the Pre-test M and SD. Post-Test M and SD and Gain Scores, and the English Expressive naming and bilingual expressive definitions (Leacox, L., & Wood Jackson, C. 2014).

The data reveals that after the students were exposed to technology based English learning the students were able to learn English at an alarming rate. The pre-test shows that the students had a combined score of 0.78 Medium. While after using the technology based English learning had test result of 1.12 Medium. This is a difference of .34. (Leacox, L., & Wood Jackson, C. 2014). The author concludes that using technology to teach non-native English speakers English is a valuable tool. The students seemed to be more inclined to listen and were much less likely to get bored with the subject.

There were no cautions raised by the interpreter. It seemed as though the data was consistent with their hypothesis, and pretty straightforward. I think that this study is very important because it shows just how important technology could be in the learning environment. The researchers did a very good job showing the layout of their process. If given the proper tools I believe that this would be easy to reconstruct, and we would get the similar results.

The group had a very good idea that technology could and would help students learn English who are Non-English speakers. However, once we saw that actual data to support my idea it was very alarming. The children had to do many different tests such as vocabulary, spelling, learning names, and grammar. Every time the research came back positive for the students using technologies to learn English, rather than just a regular class setting.

The use of technology to augment the learning process is clearly prevalent across the world. The field of education is readily testing technological tools to ensure that they are effective learning instruments. The following articles denote two studies conducted in very different places; one in Taiwan and the other in Spain. Both studies are also conducted with very different age groups and in different time spans. The Taiwan study was conducted in an elementary school setting in one-unit sessions, while the one in Spain was conducted in a college setting with engineering college students in a span of four years. The research methodology was also another difference in both studies. The Taiwan study was primarily quantitative while the Spain research was qualitative. Besides these differences, both studies at the end proved that the use of technology does in fact make a difference in the learning process of students regardless of region, time span implemented and grade level.

The research study in Taiwan titled “The Game Embedded CALL System to Facilitate English Vocabulary Acquisition and Pronunciation” aims to focus on the use of games in the educational setting. The researchers noted that there are numerous studies on the use of different computer based activities that aim to help students in the English Language acquisition, yet there are few that use game scenarios as a way to assist in the pronunciation of English vocabulary. Hence, their goal was to develop a game that would fill this deficiency. At the same time they would be able to show the effect of integrating computer game strategies to traditional classroom drill activities in developing the acquisition of English vocabulary and pronunciation for English Language Learners at the Elementary school level. The results concluded that game based programs could help students in their English pronunciation and vocabulary acquisition.

The study aimed to have both quantitative and qualitative aspects. Nevertheless, the researchers used more quantitative elements, such as numerical data for interpretation of tests and analysis with only a few qualitative responses in the form of interview responses. The researchers used two groups of students. The experimental group contained 27 students: this group received the traditional classroom drill activities along with a computerized game created by the researchers called GeCALL.. The control group contained 25 students: this group only received the traditional classroom drill activities. The research questions that guided their study were the following:

* Which learning environment helps learners acquire better English vocabulary and pronunciation?
* What where the perceptions of the students using the computer game system for pronunciation?
* Was there a difference in the interaction or behavior of the learners between both learning scenarios?

Upon answering these research questions the researchers were able to demonstrate the positive effect computer based games have on the acquisition of English vocabulary and pronunciation. This is important because it opens a new field of study for other researches to continue developing computer-based games that can further corroborate the results of this study.

Data was collected from the student’s pre-test, post-test, delayed test, questionnaires, and interviews. All the information was analyzed to see the relevance or impact of the computerized game in the learning process. The researchers used statistical analysis to describe results of the pre-test, post-test and delayed test. For the questionnaires they simply used logical categorization based on the most important elements revealed by the students in their post interviews.

After analysis of the data, the results indicated that the use of both traditional and computer based games helped learners’ acquire better English pronunciation. However, the students with the traditional drill practice memorized the vocabulary better than the learners with the game-based practice. The delayed test showed that they were also able to retain this knowledge for a delayed period of time versus the other group. In terms of the perception of students using the game system the results were in favor of the computer based game system, as student perception was higher than those of the traditional drill practice group. Students in the experimental group felt that they learned more and were less afraid of pronouncing words in the game. The researches noted that there was a difference in the interaction of the learners between both learning scenarios but not on their behavior. The behavior from both groups was positive the only difference being that those in the experimental group moved more and had more interaction among each other than the control group.

The author concluded that game based programs can help students in their English pronunciation and vocabulary acquisition. Always taking into account that they should be used in combination with the traditional drill practice methods. He further reiterates that these types of games can serve as an enrichment activity for the classroom giving the teacher another tool to use in fostering English language learning. The author also urges others to continue integrating and creating computer based speaking games since they contribute to the learning process. When interpreting the study one should pay attention that student learning increases when both forms of teaching are taken into account. It is important that the author reveals these points.

We found this research fascinating and relevant. We would love to have more technological access to further help my students foster their English language development. It is evident that we live in a modern technology and that technology can help us in our learning process. It is unfortunate that many of our schools, such as the one I am working at, do not have access to technological devices and we must rely on the traditional drill practice methods. On the other token, based on the secondary results knowing that these traditional drill practices render long term learning effects gives me a little relief that at least my students will remember the vocabulary acquired in the classroom.

The qualitative research study conducted in Spain titled “The internet as a tool to learn a second language in a technical environment” aimed to observe the outcome of content-based instruction that combined practice and use of theory through the use of Internet based activities in a span of four years. In essence, it’s goal was to observe the English language acquisition of college level engineering students through the use of internet web based activities versus students completing work from printed (static) texts. The overall purpose of the study was for both theoretical and practical purposes.

The author understands that there is an evolution in the theoretical perspective of the language acquisition process. Hence, in her study she intends to observe both the constructivist approach and the functional approach. The author of the research study was M. Luisa Carrió a professor of English Language at the Polytechnic University of Valencia. Her focus on research includes English for the purposes of contrasting linguistic methods, while also analyzing academic and professional discourse methods. In her current study she tries to see the implications of combining practice and theory through the use of the Internet. The study took place in Valencia, Spain at the Polytechnic University of Valencia. The participants were 100 engineering students with intermediate or upper intermediate English skill levels. Students were expected to understand and express correctly in English as this facilitated the specialized training in both content and language.

The main topics used to design the course contents were those that the engineering students should already be familiar with such as electricity, energy, electronics, cars, etc. The course content teachers were responsible for creating these units of study. The activities proposed in the study are intended to be taught in the subject *English for Industrial Engineering I*. The courses were designed to last one whole semester. Each week was divided into two sessions per subject, each one lasting 2 hours. Group A consisted of 50 engineering students who only did the exercises outlined by the text-based tasks. Group B consisted of another 50 engineering students who did the exercises outlined as web-based tasks.

The data collected was based from different materials depending on the skill being analyzed. For the reading skill, data was collected based on how well a student could read and explain main concepts on a given text. For the writing skills, different factors were considered such as use of correct grammar, proper vocabulary, correct structures and the use of adequate style. Students were able to evaluate themselves in these contexts. The listening skills were evaluated based on whether students were able to understand the general meaning of speech or conversations. The speaking skills were evaluated by considering different elements such as fluency, grammatical correction, pronunciation and intonation based on an interview, a job interview and group conversations. Also, a written test was administered to both groups.

The data was broken down into different segments. In the 4-year implementation of the units, there were numerous ongoing analysis, reflection and revision. Students along with teachers were responsible for continued review of concepts being addressed. Continual comparisons were made of the weaknesses and strengths exhibited by both groups. Revisions were made to the marking system changing unsatisfactory tasks and previous parameters to solve deficiencies in the student progress. The computer-based activities were frequently revised to offer more activities suited to the profile of the technical students.

At the end, the results showed that students opt to use web-based activities as opposed to text-based ones. After four years of study the author realized that some activities in the text-based material did not prove to stimulate learning of content and language while the web-based tasks did influence improved understanding and communication among the students. Students felt confident to use the language acquired from web based activities. They were also trained to scan documents, select key words and condensate information.

We found the examples of her text-based and computer-based lessons particularly instructive. The lessons are very detailed and clearly explain the activities each student is expected to complete. I found it striking that when evaluating the grammatical grasp of students using grammar exercises 70% of students that worked without web-based tasks did better than the other group. However only 30% of this same group answered correctly the listening and speaking questions. Hence, grammar acquisition is best learned through traditional classroom tasks. On the other hand technology is still key when learning the auditory and speaking ability in a second language. In other words, web-based activities still prove to be an asset when learning a second language.

In examining how helpful technology can be for second language acquisition, we must also focus on the drawbacks of that technology. Ekatarina Tour focused on these issues in her study regarding Technology Use in ESL. At the time of her research, Ms. Tour was a doctoral student at Monash University in New South Wales, Australia. Ms. Tour is very involved in the English as a Second Language (ESL) field, having taught the subject in Eastern Europe prior to her research at Monash University.

The purpose of the study is to shine a light on the difficulties that ESL students may have utilizing modern technology. The study ‘involved a class of international students studying a Computer Study Skills Module at Briston University English Language Centre in Melbourne, Australia.’ (Tour, 10) This research focuses on the issues that ESL students encounter while interacting with modern technology that requires the use of a newly acquired language.

Ms. Tour utilized ‘classroom observations, participants’ diaries of their ICT use, and individual interviews’(Tour, 10) to collect her data from her test subjects. The four international student subjects hailed from Thailand, China, Saudi Arabia, and France. Utilizing student subjects that speak different native languages gives Ms. Tour a large spectrum to draw her data and analyses from.

The results indicate that the students found many different difficulties in dealing with their second language technology. Ms. Tour categorizes these difficulties into four different areas. These categories are Navigation, Comprehension, Applications of Discourse, and Critical Analysis. Ms. Tour sights examples of each category in helping to illustrate their difficulties.

The first category that the researcher focuses on is Navigation. The student subjects reported difficulties with GPS navigation, utilizing the MS word menu, and Database research. These difficulties are important because they are roadblocks to that acquisition of knowledge. Difficulty understanding the vocabulary of English language-based computer programs created the main challenge that the test subjects faced.

Another large roadblock was in Comprehension. Being familiar with the basic rules and vocabulary of a new language is only part of the equation when it comes to language acquisition. The secondary issue is being able to use and understand the various context that these words and phrases are utilized in daily life. Students found difficulty in talking on the phone, understanding the local news coverage and understanding slang used in text messages.

Utilizing technology in specific educational based purposes created problems as well. Ms. Tour calls these roadblocks Application of Discourses. Students found difficulty in utilizing a keyboard and understanding word problems along with creating PowerPoint presentations. These hindrances became large issues for these students since they are so entwined with the University Education that they are seeking.

The third example that Ms. Tour sights is in Critical Analysis. The researcher sights several examples of students not being able to truly analyze various forms of information because of their unfamiliarity with the language. From grammar checking a Word document to understanding online debates, students were held back by the technology that they were hoping would help them in their education.

Finally, Ms. Tour focuses on the emotional reaction of these experiences when analyzing The Affective Domain. Students communicated to Ms. Tour their feelings when encountering problems with technology. Students conveyed fear at talking on the phone, using an ATM machine and applying for a Visa online.

Technology use in the classroom can also include tools utilized by teachers. Teaching methodologies can have a huge impact on the way students learn. Alaba Agbatogun examines the positive aspects of using teacher-based technology to assist in second language acquisition in his research. Mr. Agbatogun conducted a research experiment on three classrooms in Nigeria. He sought to quantify the true effectiveness of different teaching methods on learning English.

The general purpose was to compare ‘the academic performance gains scores of pupils in a Keypad Response Technology (KRT) class with those in two other pedagogies to determine the learners’ language proficiency level in Nigerian classrooms where English is taught as a Second Language (ESL).’ (Agbatogun, 121). In each of the classrooms, a different Learning method, or pedagogy was utilized to help students learn English.

The dominant pedagogy in Nigerian English classes is a basic lecture format where the Teacher speaks to students with very little student participation. That is the method that the first classroom in the experiment utilized. The second method used was a communicative approach. This approach focused on students learning in pairs and in small groups. The final classroom utilized the KRT technology in their coursework.

In order to truly measure the results, students from all three classrooms were given an English test at the beginning of the experiment. Their scores were cataloged and stored until the end of the eleven week time period. At the end of the eleven week timespan the students were given the same English test a second time. The change in the scores was utilized to gain the final results of the study.

The results were astounding. Utilizing the KRT technology vace the students in that classroom a 30% in their English scores. This increase was by far the highest of the three classrooms. Therefore, we can see that technology use can be beneficial in a formal educational setting as well as outside the classroom.

This is quantitative study. They use large sample and selects sample randomly to collect data from questionnaires, experiments and observation to analysis the behavior of Chinese students. The general purpose of the study was researchers want to figure out the influence of E-learning systems. So, their raise a question which is how to evaluate the influence of E-learning systems. According to this purpose, their experience of using E-learning systems impacts on their behavioral intention to reuse those systems has attracted limited research. As the applications of E-learning are still gaining momentum in developing countries, such as China, it is necessary to examine the relationships between e-learners’ experience and perceptions and their behavioral intention to reuse, because it is argued that system reuse is an important indicator of the system’s success.

In order to find the answering, they add something new to make this program. However, before they add something new they need to understand something already known. First, Internet has provided great opportunities for continuous education through E-learning in rural areas of China. Second, many factors affect initial E-learning adoption. Third, limited attentions have been paid to examine the relationships between e-learners' experience and perceptions and their behavioral intention to reuse E-learning systems, which is an important indicator of the system's success. Based on these aspects, the authors add something new not only the new aspects but also expand the original. A first attempt to study how e-learners' experience and perceptions affect their intention to reuse E-learning systems in the context of rural education in China. Second, proposed and validated a hybrid model underpinned by information systems success model, technology acceptance model and self-efficacy theory. Third, an effective model to explain the relationships between contributing factors and their effect on behavioral intention of users to reuse an E-learning system. Forth, identified key factors and the extent of their impact on E-learning system reuse that will enable E-learning providers to be more focused with their effort and work more effectively on future improvement.

When they make this research. There were 280 learners which include 250 students and 30 teachers accept E-learning system survey from 2010 to 2012 in western China. This survey is necessary to examine the relationships between e-learners' experience and perceptions and their behavioral intention to reuse, because it is argued that system reuse is an important indicator of the system's success. Therefore, a better understanding of the multiple factors affecting the e-learner's intention to reuse could help E-learning system researchers and providers to develop more effective and acceptable E-learning systems.

There is the three steps to our research. Step 1: Two groups of students, a group studying the use of E-learning system, another one group of students completely without E-learning system to learn. Step 2: End of the semester, students with a systematic evaluation of the system, and think about what advances than before. Step 3: Teachers evaluate two of group students' learning ability, and obtained objective conclusions. They also ask students who took online course in Network Education College questions to collect the data and used for analysis. “These ample for this study was part-time E-learning students at the undergraduate level who were working in rural areas. The students were registered in the Network Education College, which is one of the colleges in the top Chinese Agricultural University. The college offers 16 courses related to agricultural areas and has over 10 000 students.” The researcher used statistic to analysis. “System functionality, system response and system interactivity had a significant positive direct effect on perceived ease of use (0.475,0.342,0.289). The result also shows that self-efficacy has a direct effect on perceived ease of use (0.316). These determinants account for 58.9% of the variance in perceived ease of use. The total effect of perceived ease of use on behavioral intention is 0.709 .” Based on this database, the results show us the analysis based on data were helpful and E-learning had positive effect for students. However, there are two tips for the results.

First, these results only can use in China. Although the study followed a rigorous validation procedure to develop and test the model constructs and the findings may contribute to the better development and use of E-learning systems in rural China, it also has limitations. The data used were collected from a sample of e-learners engaged in a specific E-learning system for people to study for an undergraduate degree in rural areas of China. Caution should be made when applying the model and findings in different contexts. For example, E-learners’ behavior intention in urban China can be different because of their higher level of IT competence and educational qualiﬁcations. E-learners in rural area of other Asian countries may also exhibit different behavior intention because of significant differences in political and social systems and cultural environment between China and other Asian regions. Second, E-learning is the trend, we need to adapt to this way of learning. In my opinion, using statistics to analysis the data is a good way.

In conclusion, this study proposed and empirically validated a hybrid research model based on TAM,IS success model and self-efﬁcacy theory. This integrated hybrid model aims to examine the factors that affect a user’s behavioral intention to reuse an E-learning system. The reason why I chose this article is I came from China and I know what is the situation in my country. Of course, I am interested in E-learning whether positive effect or not. I did research in United States market for online education, then I compared with online education in China. I found only Google has a little investment in the area of online education. Apple, Amazon, Microsoft and Facebook do not care the online education. By contrast, China's BAT, Qihoo 360 and other large Internet platform providers have done a lot in this field. This article use statistic analysis to prove that E-learning has positive effect and can help students learning in countryside.

The investigator is Davoud Masoumi. He is a PhD in Educational Science from the University of Gothenburg and has a background in educational technology. His doctoral thesis "Quality in E-learning Within a Cultural Context" takes a cross-disciplinary approach and looks at quality in E-learning in higher education. In this study, he developed a comprehensive e-quality framework for enhancing and assuring quality in virtual institutions, i.e. institutions committed to E-learning or distance education. Based on the premise that quality in E-learning is culturally conditioned by carrying attributes of a given culture, a conceptual culturally-sensitive e-quality model was developed. In this article, he want to figure out a framework to promote the qualities-learning.

This is a basic interpretive qualitative study. He has a background in educational technology and Educational Science. Also, his research interest is mainly in technology-mediated learning across cultural contexts with a special interest in quality in E-learning. I am not sure he working from a feminist, Marxist, interpretivist, symbolic interactionism, critical theorist, or other vantage point. Bur according to this article, Probably he is interpretivist.

The purpose of the study is evaluating the effect of E-learning for students in developing country. And based on data which is collected by researchers to analysis and create a effective E-learning framework. Moreover, the author through online testing and students feedback to improve the online framework. The analysis and synthesis of the literature in the field resulted in a comprehensive e-quality framework. The author focusing on what is the good E-learning framework, how many factors can affect the program work. The primary purpose is theoretical.

The place of this study is western China. Not only researchers but also students are participant this study. Because the researchers use data comes from interviews, observations, questionnaires require. The statistics data is valid. The main survey of students in rural areas of western China. There is lack of teachers and schools in these areas. Finally, this is a field study. The author is hired by the government and have many assistants who are teachers in schools.

The researchers followed. First, they focus on institutional factors which include institutional affairs, administrative affairs, research, reputation. Second, they analysis technological factors which include development and sustain ability of technological infrastructure, functionality of technological infrastructure, accessibility, reusability and Interface design. Third, they want to figure out instructional design factors which include Clarifying expectations, personalization, selecting proper learning scenarios, organizing learning resources and Currency and accuracy of learning resources. Then, Pedagogical factor which include student-centeredness, communication and interactivity, social aspects, learning environments, assessment and learning resources. Finally, they need focus on student support and teacher support.

All the factors consist of e-quality framework. They use good way to collect data. Most of data come from interviews, observations. For example, when they focus on students and teachers support, this paper uses survey data from 683 teachers in 24 secondary schools across the UK to analyze the factors inﬂuencing how these beneﬁts are being experienced. In particular, the paper explores the complex relationships between teachers` perceptions of technology-related benefits and a range of individual, classroom, school and system-level issues. A number of mediating issues and influences are identified and discussed through out these analyses. In particular, it is suggested that teachers` perceptions of the benefits of using technology are influenced more by institutional rather than individual characteristics. A number of possible reasons are discussed, highlighting the importance of social and cultural contexts of digital technology use in education. The author is a commanding role, the data collection is completed by the educational institutions and assistants. They use the way of categories developed inductively to analysis data.

The first result is based on database they think E-learning are more helpful for the developing country. Moreover, The framework in education can also be used as foundation for developing a national framework for assuring and enhancing quality in virtual institutions. The researcher who need uses analytical thinking and synthetic thinking to give a hypothesis. Then, In order to get the Scientific and accurate data, data must come from questionnaires, experiments, interviews, artifacts, observations; questionnaires require. Finally, uses words to express the most salient findings.

Inductive learning and research have three factors of success, the first is Motivation (motivation, ambition), and the second is Motivation, third is Motivation! The most important is the study and research of ambition, and of course the ability is also very important, but the most important is the ambition. Recall the great success experienced scientists, will be successful because we are betting on their own initiative effort, spent a lot of time and energy to go, if it is to do something for a specific purpose, then the purpose, often they stopped, the lack of motivation to continue. If focus on this article, I still think that was the motivation. Because they love it, so dedicated his life for it.

Here is another academic research regarding to the students who are English-as-second-language-learners (ESL) in a Korean University learning English. This was a quantitative research. The author used several analytical methodologies to execute the research such as questionnaire to prove their hypothesis.

As the author wrote, “*The present study aims to establish what value students from a Korean university place on the effective foreign language (FL) teacher attributes uncovered in a previous qualitative study in the same context.*” (p. 19) This article investigated some students from a Korean university to score the impact of different factors when learning English and used quantitative methodology to report their results. This investigation provided valuable suggestions about foreign language teacher effectiveness when teaching English in a Korean university, such as *“Students appreciate teachers who make special allowances for different learning levels.”* (p. 28) and *“The findings confirm that practicing and prospective teachers should be aware of the importance of building the classroom rapport necessary to weaken the affective filters that interfere with language acquisition.”* (p. 28) and so on. The population under study consisted of 2,170 first year students enrolled in English as a foreign language (EFL) classes at a women’s university in Korea. Most of the students had experienced six or more years of EFL instruction at middle and high school.But in fact, the effective population was *“The sample comprised 222 students (10.23 per cent of the population of 2,170 students) and was proportionally representative of the university colleges (pharmacy, health science, business administration, law, education, arts, engineering, natural science, social sciences, and liberal arts). Students from 11 classes (together representative of all colleges) were asked to participate and each class was taught by a different teacher who was a native English speaker.”* (p.22)

The author used *“two-tailed Mann-Whitney U tests”* (p. 22) to do data analysis works, and list the data as several tables. Data collected under Overall item showed that Delivery was clearly considered the most important category, and its high importance is consistent with all the studies that quantified a comprehensive range of attributes. The presents study confirmed that students were supportive of generally accepted standards of effective teaching. The importance of principles like setting up supportive classroom atmospheres, allowing for different levels of proficiency, preparing well, encouraging participation, and providing clear and comprehensive syllabi are all well accepted teaching behaviors, so it is not surprising that students also have these expectations. The author mentioned that, if further in-depth and focused investigations into student perceptions of effective FL teachers were carried out in various settings, greater understandings would develop. These understandings will help teachers in training and practitioners as they strive to deal with the challenges of instructing students of different races, backgrounds, and attitudes.

Different from the characteristics of the qualitative data collection technique, quantitative data collection technique is validity and reliability. There were three techniques contained could led to the trustworthy result and also could show a typical trend from a designed questionnaire: surveys, questionnaires and rating scales, these methods composed of open ended questions and closed-response rating scales. Generally, questionnaire may be limited and restricted to one complicated research, so mixed method are massively used when doing practical researches. Also there were three points motioned when doing surveys, questionnaires and rating scales working: Firstly, each item should focus on a single idea or concept. Which means one question should reflects one aspect of the research. Secondly, do not use too many questions or a question that are not necessary or are repetitive, which means the design of a questionnaire should contain as much aspects as it can but not be complicated. And thirdly, keep the length of the survey brief and the reading level relatively easy; failing to do so often results in respondents not completing the instrument or providing you with inaccurate information.

From an other academic research regarding secondary school students who were in Dodoma learning English as their second language, the authors were followed by these three theories: the Input Hypothesis theory (Krashen, 1995), Inter-language theory (Selinker, 1972) and Vygotsky’s theory of value. The first two theories guide teachers on how to motivate students. According to this theory, the teacher should know the ability of his/her students. A structured questionnaire was used in this research. Correlation research was used to predict and describe the association between anxiety, attitude, motivation, classroom activities, learning resources, classroom environment and proficiency in English language. According to the authors *“This paper looked at students’ perceived level of English proficiency among Dodoma secondary schools in Tanzania. Factors like attitude, anxiety, classroom activities, motivation, and learning resources were considered as influencing English learning.”* (p. 35) The authors designed a qualitative questionnaire to do the research. They were act as the research’s leader and after collecting the data, and also list the results and did analysis works. The researchers had an opportunity to establish rapport with respondents and explained the purpose of the study and the meaning of items that were not clear.

The researchers were willing to respond to any query from the respondents in order for the exercise to run smoothly and successfully. The exercise was done quietly in an organized manner and the administration of the participating schools cooperated well with the researchers. The pilot study was done in three public secondary schools in Arusha municipality. The pilot study was used to assess the reliability of the instrument, to gauge how long it will take the respondents to answer questions. It also helped the researchers to confirm whether items were stated clearly and had same meaning to all respondents. The researchers made sure that respondents on which the instrument was pre-tested were not part of the selected sample for the real study. Pre-testing helped the researchers not only to increase the number of items, but also to re-frame and modify questions that appeared unclear, annoying and sensitive to respondents in order to get their maximum co-operation in the exercise.

The results suggest the following implications and suggestions for pedagogical practice. First, students’ perceived level of proficiency in spoken English was average. There are many factors that influence spoken English such as attitude, motivation, classroom activities, classroom environment and learning resources. English learning deserves much of teachers’ attention because language learning can bring about identity changes to learners; therefore, the above factors need to be put into consideration. Based on the qualitative analysis, this paper tested the null hypothesis that there is no significant relationship between the students’ perceived level of English proficiency and the following variables: attitude toward the English language, language anxiety, classroom activities, teacher motivation, classroom environment, and learning resources.

Results of qualitative researches provides information about the “human” side of an issue which are the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. The strength of it is its ability to provide complex textual descriptions when people experiencing to a given research process. Qualitative methods are also highly used in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent. When conducing in quantitative research, it can help the instructors to interpret and better understand the complex reality of a given situation and the implications of quantitative data.

### Conclusion

Our research findings indicate that high school students are enthusiastic about the increased use of technology in the classroom. These same students expressed a desire to include more applications / software and games to their learning environment. The data expressed in the report coincide with our initial hypothesis, which was that the use technological devices can only augment ELL language acquisition. Students readily engage in the use of technology to aid them in acquiring English language skills. However, we also learned that technology alone couldn’t replace the traditional classroom setting. In order for technology to be effective students must know which technological devices best support their learning needs. Additionally, students must be aware of the limitations of the technology that is available to them. Ideally, Technology should be integrated into the traditional classroom setting to make learning more effective. As technology continues to evolve exponentially, there is a clear need for its implementation in the classroom setting. Particularly it should be geared to help those that struggle the most, such as ELL students. Future research should be made on a successful integration of both entities: the use of technological device along with traditional classroom practices.

### References

Agbatogun, A.O. (2013). A Comparison of Gains in Keypad Response Technology Classroom with other Pedagogies in Nigeria. *Journal of Interactive Learning Research*, 24(2), 121-149.

Barnes, B. D., & Lock, G. (2013). Student Perceptions of Effective Foreign Language Teachers: A Quantitative Investigation from a Korean University. *Australian Journal of Teacher Education, 38*(2), n2.

Billings, E., & Mathison, C. (2011). I Get to Use an iPod in School? Using Technology-Based  
Advance Organizers to Support the Academic Success of English Learners. *Journal of Science Education and Technology*. Retrieved October 8, 2014, from<http://link.springer.com/>

Krashen, S. (1995). *The input hypothesis.* New York: Longman.

Leacox, L., & Wood Jackson, C. (2014). Spanish vocabulary-briding technology-enhanced instruction for young English Language Learner's word learning. *Journal of Early Childhood Literacy,* *14*(2), 175-195

Makewa, L. N., Role, E., & Tuguta, E. (2013). Students' Perceived Level of English Proficiency in Secondary Schools in Dodoma, Tanzania. *Online Submission, 6*(2), 35-52.

Pastor, M. L. Carrió. (2007). The internet as a tool to learn a second language in a technical environment. *European Journal of Engineering Education, 32* (5), 599-612.

Sandberg, J., Maris, M., & Geus, K. (2011). Corrigendum to “Mobile English learning: A evidence-based study with fifth graders” [Computers & Education 57 (2011) 1334–1347]. *Computers & Education,* 11-11. Retrieved October 15, 2014, from Elsevier Journal Finder.

Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics,* 10, 201-231.

Tour, E. (2010). Technology use in ESL: An investigation of students' experiences and the implications for language education. *TESOL in Context,* *20*(1), 5-21.

Yang, J. , Chen, C. , & Chang Jeng, M. (2010). Integrating video-capture virtual reality technology into a physically interactive learning environment for english learnong. *Computers & Education*, *52*(3), 1346-1356.

Yang, J. , Chen, C. , & Chang Jeng, M. (2010). Integrating video-capture virtual reality technology into a physically interactive learning environment for english learnong. *Computers & Education*, *52*(3), 1346-1356.

Young, S.-S.-C, & Wang, Y.-H(2014). The Game Embedded CALL system to Facilitate English Vocabulary Acquisition and Pronunciation. *Educational Technology & Society*, *17* (3), 239-251.

### Appendix A

Questionnaire

1. Do you have access to any electronic devices? Check all that apply

Smart Phone Game Consoles Tablet Television

Laptop DVD Player Desktop Other

1. Have you ever used any of these electronic devices to help you improve your English language skills? Check all that apply

Smart Phone Game Consoles Tablet Television

Laptop DVD Player Desktop Other

1. How often do you use these devices?

Frequently Sometimes Rarely Never

1. Do you wish you could use more technology in the classroom to help you with your English skills? Check all that apply

Smart Phone Game Consoles Tablet Television

Laptop DVD Player Desktop Other

1. How frequently would you like to use these technological devices in the classroom?

Frequently Sometimes Rarely Never

1. In what subjects do you find technology to be helpful? Check all that apply

English P.E. Foreign Language Science

Math Woodshop History Art Other

1. Do you find it easier to use a tablet or electronic device to translate a word than the traditional paper dictionary?

Yes No

1. Do you wish you had more access to electronic games or apps to help you acquire more English language skills?

Yes No

1. Do you know of any apps to help you with English language reading / writing / speaking? List the names

Yes No

1. Do you use technological devices at home to help you learn English language skills?

Yes No

1. Overall do you think technology is helpful?

Frequently Sometimes Rarely Never

### Appendix B

Permission Parent Letter

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dear Parent and/or Guardian:

I would like to introduce myself. I am Mrs. Magaña-Saenz and I am delighted to be working with your child this school year as their teacher.

The reason for this letter is because I would like to have your permission to include your child in a classroom survey, which will allow me to learn more about ways to make homework and the classroom experience more meaningful for current EL students.

This is a research project that is part of my Counseling and Guidance Master Program at California State University, San Bernardino.

During this project, I plan to survey students about how they feel in regards to the use of electronic devices in the learning environments. The data will be collected during the normal course of class but it will not interfere with the learning process.

The information I will include in my report will not mention any names of students and Pseudonyms will be used throughout the report I write for the community, school, and all students. There is no risk in participating. If the student does not want to participate he/she will not be penalized.

Please sign the permission slip below if you do not want me to use the data generated by the survey.

Should you have any questions please do not hesitate to contact me.

Sincerely,

Mrs. Magaña-Saenz

Please sign below and return it to me ONLY if you DO NOT want me to use your child’s survey in my research project. Thank you!

* No. Please do not use data generated by my child in your research project.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Parent and/or Guardian Date