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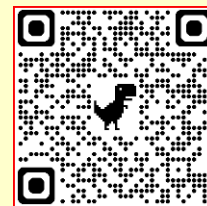
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INFLUENCE OF TECHNOLOGY AND ENGLISH LANGUAGE LEARNING OF JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study examines the extent of technology use and level of English language learning. The purpose of this study is to determine if there is a significant relationship between extent of technology use and level of English language learning. The study employed quantitative approach using the descriptive correlational research design, which was administered to a sample of Junior High School grade seven to grade ten students. The results indicated that there was a significant relationship between the extent of technology use and level of English language learning. Specifically, the results showed that the use of technology has an impact to the level of English language learning of students had a high correlation to the level of English language learning of students. The findings of this study suggest that since the P-value is greater than the confidence level, the null hypothesis should not be accepted. The implication of this study is that the extent of technology use in terms of technological features, higher-order-thinking skills, inquiry-based learning does affect the students' level of English language learning.

KEY WORDS: Technology, extent of technology use, English language learning, technological features, higher-order-thinking skills, inquiry-based learning

INTRODUCTION

In today's interconnected world, the influence of technology on English language learning among students has become a matter of paramount significance, both on an international scale and within local contexts such as the Philippines. The intersection of technology and language education has ushered in a transformative era, redefining the methodologies and opportunities available to learners. This research seeks to delve deeper into this compelling area of study to understand the multifaceted impact of technology on English language acquisition among students.

Therefore, English, as a global lingua franca, plays a pivotal role in facilitating cross-cultural communication, international business, and access to a vast repository of knowledge on the internet. The advent

of technology, such as the proliferation of online language learning platforms and the emergence of educational apps, has expanded access to English language resources on an unprecedented scale. Studies, such as Warschauer (2000), underscore the positive influence of technology by enhancing students' access to interactive multimedia materials, language exchange opportunities, and authentic language use experiences. Understanding the international perspective is crucial for assessing the broader implications and trends in English language learning.

Furthermore, Philippines, English occupies a unique position as one of the official languages and serves as a gateway to educational and career opportunities. The Department of Education (DepEd) acknowledges the pivotal role of technology in promoting English language proficiency, as evidenced by DepEd Order No. 2, s. 2015,

which encourages the integration of technology into the curriculum. Locally, the influence of technology on English language learning is not only a matter of educational policy but a necessity for students aiming to excel academically and professionally.

Moreover, the global COVID-19 pandemic further accelerated the adoption of technology for education, making online English language courses and virtual classrooms indispensable in the Philippines. Research conducted by scholars like Pascua (2020) highlights the challenges and opportunities that have arisen from this shift to online learning, emphasizing the need for both students and educators to adapt to technology-driven language education. This research aims to provide a comprehensive analysis of the influence of technology on English language learning, considering the international and local dynamics, policy implications, and the evolving role of technology in reshaping language education. By examining the current landscape and trends, this study intends to contribute valuable insights that can inform educational strategies and practices, ultimately benefiting students striving to master the English language in a technologically enriched learning environment.

As an observation in Laboratory Junior High School considerable investment has been made to bring technology and these investments in resulting to many “success stories”. The gaps in educational uses of technology must be addressed. The first is the usage gap, compared to how and how much today's students use technology outside school, in school technology usage is much less intensive and extensive. The second is an outcome gap. Compared with the outcomes achieved through investment in technologies sectors outside education, the gains in terms reduced costs and increased productivity achieved by the school.

Hence, the primary purpose of this study is to determine whether or not that there is a link between the influence of technology and English language learning among the junior high school students. Moreover, the study also intends to propose intervention that can address this problem and provide solutions to discern that there is an influence of technology to the English language learning among the students.

Statement of the Problem

The purpose of this study is to determine the influence of technology to the English language learning of Junior High School students of Sultan Kudarat State University ACCESS Campus.

Specifically, it sought to answer the following questions:

1. What is the extent of technology use among Junior High School students in terms of (1.1) technological features; (2) higher-order- thinking skills; and (1.3) inquiry based-learning?
2. What is the level of English Language Learning of Junior High School students in terms of (2.1) academic performance and (2.2) communication skills?
3. Is there a significant relationship between the extent of technology use and the level of English Language Learning of Junior High School students?

Scope and Delimitation

This study focused on the influence of technology and English language learning of Junior High School of Sultan Kudarat State University Access Campus. The participants of the study were composed of all Junior High School students of Sultan Kudarat State University Access Campus for the School Year 2022-2023. The

study was participated by all Junior High School of Sultan Kudarat State University- ACCESS Campus who have subjects in the field of English for the first semester A.Y. 2022-2023. The primary goal of this study is to examine whether or not the Junior High School students have been influenced by the technology throughout their learning in English language. This also focused on the positive and negative influence of using technology together with learning English as the language.

METHODS

Research Design

Descriptive-Correlational design was employed in the study. This method describe the variables and the relationships that occur naturally between and among them (Sousa, et. al 2007). This design played important role in addressing the research questions of this study. The Descriptive design was used to determine the extent of technology use and English language learning of the students. While the correlational design was used to find out if there is a relationship between the two variables being studied. Moreover, this study is quantitative in nature. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Creswell, 2003).

Locale of the Study

This research study was conducted at Sultan Kudarat State University ACCESS Campus because it is one of the outstanding tertiary schools in Sultan Kudarat. Furthermore, the researchers chose to conduct the research study in this institution because it gave the researchers the needed information about the Influence of technology and English language learning of Junior High School Students of Sultan Kudarat State University ACCESS Campus.

Respondents of the Study

The respondents of this study were the 119 Junior High School students of Sultan Kudarat State University – ACCESS Campus. The respondents were purposely picked by the researchers in every year level of junior high school as they were the most suitable to be the participants of the study. This is due to the fact that the study has something to do with influence of technology to the English language learning of junior high school students are in line with that field. Additionally, based on the personal observation of the researchers, junior high school students although they are expected their understanding to answer the survey questionnaire prepared by the researchers. Hence, they are the most suitable and reliable participants of the study.

Sampling Technique

The researchers used a probability sampling technique called a stratified random sampling method to distribute the samples where according to the year. Researchers first divided a population into smaller subgroups, or strata, based on shared characteristics of the members and then randomly select among these groups to form the final sample.

The researchers used this technique to be able to draw a conclusion, through survey questionnaire to the students, and their test results served as a basis on the Influence of Technology and English language learning of Junior High School SKSU- ACCESS.

Data Gathering Instrument

The researchers used questionnaires for the respondents as the instrument and test exams for the students in terms of technology use and English language learning in order to determine if there is a correlation to the result that will be gathered. This questionnaire was

adapted by Peterson of MIT (Massachusetts Institute of Technology) to aim and understand how technology can be effectively integrated into language learning, identify challenges, and provide insights to improve the learning experience. https://www.massachusetts-institute-of-technology.org/technology_survey.com Retrieved (2021, July 13). https://www.massachusetts-institute-of-technology.org/cms/technology_impact_to_English-Academic-Needs-and-Socialization-communicationgroup_tb13 Retrieved May 18, 2020).pdf respectively which will be distributed to determine if there is an implication in their learning in terms of technology and English language learning.

Data Gathering Procedure

First, the researchers presented the research proposal to the panelists. After its approval and revision based on the panelists’ suggestions the researchers asked permission from the school principal and to the research coordinator of Laboratory Junior High School dean through a formal request letter to conduct this study. Whereas, the content of the letter includes the purpose of the research and the permission to conduct the study to the students. Second, each participant was given an informed consent where the content of the letter includes the objectives of the research, the procedures they need to do and their permission for them to be a part of the study. To gather data on the extent of technology use and level of English language learning, a survey is administered. This survey is designed to capture relevant information about the respondents. To assess students’ the researchers gathered all the survey questionnaires and ratings of the extent of technology use and level of English language learning. Onwards, statistical treatments will be applied to analyze and interpret the test results.

Statistical Treatment

In problems number 1 and 2 the Mean and Standard Deviation (SD) were used to measure the extent of technology use among the Junior high school students and to measure the level of English language learning of the Junior high school students. In problem number 3, the researchers utilized Pearson’s Correlation Coefficient to identify the relationship between the extent of technology use and level of English language learning.

RESULTS AND DISCUSSION

Table 1. Overall Mean of the Extent of Technology Use of Junior High School in terms of Technological Features, Higher Order Thinking Skills and Inquiry-Based Learning.

Indicators	Mean	Standard Deviation	Verbal Description
Technological Features	4.22	0.17	Strongly Agree
Higher-order-thinking skills	4.21	0.13	Strongly Agree
Inquiry-based learning	4.45	0.58	Strongly Agree
Overall Mean	4.29	0.25	Strongly Agree

The overall mean of the extent of technology use in terms of *technological features, higher-order-thinking skills and inquiry-based learning*, is 4.29 which is “Strongly Agree” with a standard deviation of 0.25, showing that the students are proficient in both technological use and English language learning, though not to the highest extent and they have a good grasp of these skills. It refers to how technology influence and affects students’. It encompasses

the ways in which technology shapes students’ learning experiences, social interactions, and overall educational outcomes. As stated by Ciarli, T., et. al (2021) technological features are distinct characteristics or functionalities integrated into a technological product or system, intended to improve its performance of students, user experience, or functionality. The result accords with the study of Voogt, et.al (2013) that the extent of using technology of students in the development and application of higher- order thinking skills can vary depending on the context and the specific skills being targeted. Technology has the potential to enhance HOTS by providing tools and resources that facilitate information access, data analysis, collaboration, and creativity.

However, it is important to note that the use of technology should be purposeful and aligned with or without technology.

Table 2. Overall Mean of the Level of English Language Learning of Junior High School in terms of Academic Performance and Communication Skills.

Indicators	Mean	Standard Deviation	Verbal Description
Academic Performance	4.51	0.54	Strongly Agree
Communication Skills	4.41	0.59	Strongly Agree
Overall Mean	4.45	0.33	Strongly Agree

The overall mean level of the English language learning in terms of *academic performance and communication skills*, is 4.45 which is “Strongly Agree” with a standard deviation of 0.33 that the students are proficient in both technological use and English language learning, though not to the highest extent and they have a good grasp of these skills, through the level of English language learning. Students’ English proficiency, evaluated through academic performance and communication skills, assesses how well they understand English within an academic context. It involves their ability to excel in academics using English and to effectively express themselves. This is assessment is crucial for gauging their academic success and their ability to engage in a globalized world. According to the study of Xiaoxuan, Wei & Lin (2021) English is widely recognized as the global language of communication, and proficiency in English can greatly enhance an individual's ability to interact and engage with people from different cultures and backgrounds.

Table 3. Correlational Analysis for the Relationship of the Extent of Technology Use and the Level of English Language Learning

Variables	Pearson (r)	p-value	Interpretation
Extent of Technology Use and Level of English Language Learning	0.005	0.001	Highly Significant Relationship

Table 3 indicates that there is a Pearson correlation coefficient (r) of 0.005 between the extent of technology use and level of English language learning, and the associated p-value is 0.001. Based on these values, it can be interpreted that there is highly significant relationship between extent of technology use and level of English language learning. The Pearson correlation coefficient measures the strength and direction of a linear relationship between two variables. In this case, the coefficient of 0.005 suggests a strong positive

correlation. This implies that the technology has an impact to the level of English language learning of students. The findings of the study correlates with the article of Al-Sharqi & Abassi, (2020) that found out that the advent of technology has brought an unprecedented revolution in language usage.

CONCLUSION

The extent of technology use in terms of technological features, higher-order-thinking skills, and inquiry-based learning were interpreted and assessed as “Strongly Agree” which means that the students are proficient in both technological use and English language learning, though not to the highest extent and they have a good grasp of these skills. The students’ level of English language learning in terms of academic performance and communication skills were interpreted and assessed as “Strongly Agree” which means that the students are proficient in both technological use and English language learning, though not to the highest extent and they have a good grasp of these skills. The extent of technology use has a highly significant relationship to the level of English language learning that the students are proficient in both technological use and English language learning.

RECOMMENDATIONS

Given the findings and conclusion of the study, these are the recommendations as follows:

1. Future researchers can also integrate technology into education purposefully, focusing on enhancing higher-order thinking skills, fostering inquiry-based learning, and preparing students for future challenges.
2. Future researchers can also promote immersive English language learning experiences that prioritize practical communication skills, cultural understanding, and adaptability for future learners.
3. Future researchers may also emphasize real-world communication skills, focusing on speaking, listening, and writing in English.
4. Future researchers may encourage cultural awareness and understanding as an integral part of language learning to prepare students for global communication.

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