Revue de Traduction et Langues Volume 23 Numéro 01/2024
Journal of Translation Languages **مجلة الترجمة واللغات**
ISSN (Print): 1112-3974 **EISSN (Online): 2600-6235**
DOI: https://doi.org/10.52919/translang.v23i1.971

An Analytical Study on Developing Language Skills among L2 Learners Through Digital Teaching and Learning

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To cite this paper:
Felcida, F. J. G., & Parameswaran, D. (2024). An Analytical Study on Developing Language Skills among L2 Learners Through Digital Teaching and Learning. *Traduction Et Langues, 23(1),* 88-107.

Received: 21/01/2024; **Accepted**: 06/06/2024 **Published:** 30/07/2024

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Keywords

Digital Teaching Learning, Language Skills Development, Flexible Learning, Speaking Anxiety, Virtual Tools, Communication, Active Learning

Abstract

Technology integration in teaching and learning has transformed the education sector through the use of advertisement approaches to addressing language acquisition among second language learners. Analysing the state of affairs in language learning through digital platforms, this analytical study aims to investigate the efficiency of the available forms of tools and media, including online courses, educational applications, and multimedia materials. The incorporation of technology in language learning affords learning as well as motivation to learners through the provision of flexible and individualized learning practices. With the help of technology tools like virtual classrooms, and real-time feedback, the concept of adaptive learning educators can produce a stimulating and engaging student-oriented learning environment. Developing language skills of L2 learners through Digital Teaching Learning is a predominant educational factor combined with virtual tools to enhance language skills and accuracy over the language. Despite the obstacles in language learning, speaking anxiety can be a massive hindrance to L2 learners. The use of digital teaching learning fosters flexible and vibrant communication that promotes the improvement of learners' language capabilities in the present digital world. The present experimental study aimed to investigate the development of language skills in English among L2 learners through digital teaching learning in the select Arts and Science Colleges in Kanyakumari District. The study aimed to improve active learning through technology and online tools to enrich language skills. Descriptive and inferential analyses were employed to analyse the data collected from the participating colleges. The descriptive analyses show experience and interest in the areas of PowerPoint Presentation, Multimedia, Pad Let, and Edmodo. The inferential analysis including the t-test showed significant improvement in students' language skills through digital teaching-learning interventions. This digital teaching learning promotes massive change with digital tools among L2 teachers and learners in educational sectors for a more technologically driven world.

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मुख्यशब्द

डिजिटल शिक्षण अधिगम, भाषा कौशल विकास, लचीला अधिगम, बोलने की चिंता, वर्चुअल उपकरण, संचार, सक्रिय अधिगम

सारांश

शिक्षण और अधिगम में प्रौद्योगिकी एकीकरण ने दूसरे भाषा अधिगम के लिए विभिन्न दृष्टिकोणों के उपयोग में शिक्षा क्षेत्र को परिवर्तित कर दिया है। डिजिटल प्लेटफार्मों के माध्यम से भाषा अधिगम की स्थिति का विश्लेषण करते हुए, यह विश्लेषणात्मक अध्ययन ऑनलाइन पाठ्यक्रमों, शैक्षिक अनुप्रयोगों और मल्टीमीडिया सामग्री सहित उपलब्ध उपकरणों और मीडिया के रूपों की दक्षता की जांच करने का लक्ष्य रखता है। भाषा अधिगम में प्रौद्योगिकी का समावेश लचीले और व्यक्तिगत अधिगम प्रथाओं के माध्यम से शिक्षार्थियों को सीखने और प्रेरणा प्रदान करता है। वर्चुअल कक्षाओं, वास्तविक समय प्रतिक्रिया और अनुकूली अधिगम की अवधारणा जैसे प्रौद्योगिकी उपकरणों की मदद से, शिक्षक एक प्रेरक और आकर्षक छात्र उन्मुख अधिगम वातावरण तैयार कर सकते हैं। डिजिटल शिक्षण अधिगम के माध्यम से L2 शिक्षार्थियों के भाषा कौशल का विकास एक प्रमुख शैक्षिक कारक है, जिसमें भाषा कौशल और भाषा पर सटीकता बढ़ाने के लिए वर्चुअल उपकरणों का संयोजन होता है। भाषा अधिगम में बाधाओं के बावजूद, बोलने की चिंता L2 शिक्षार्थियों के लिए एक बड़ी बाधा हो सकती है। डिजिटल शिक्षण अधिगम का उपयोग लचीले और जीवंत संचार को बढ़ावा देता है जो वर्तमान डिजिटल दुनिया में शिक्षार्थियों की भाषा क्षमताओं के सुधार को बढ़ावा देता है। वर्तमान प्रयोगात्मक अध्ययन का उद्देश्य कन्याकुमारी जिले के चयनित कला और विज्ञान कॉलेजों में डिजिटल शिक्षण अधिगम के माध्यम से L2 शिक्षार्थियों में अंग्रेजी भाषा कौशल के विकास की जांच करना था। अध्ययन का उद्देश्य प्रौद्योगिकी और ऑनलाइन उपकरणों के माध्यम से सक्रिय अधिगम को सुधारना और भाषा कौशल को समृद्ध करना था। भाग लेने वाले कॉलेजों से एकत्र किए गए डेटा का विश्लेषण करने के लिए वर्णनात्मक और अनुमेय विश्लेषण का उपयोग किया गया। वर्णनात्मक विश्लेषणों से पावरपॉइंट प्रेजेंटेशन, मल्टीमीडिया, पैडलेट, और एडमोडो के क्षेत्रों में अनुभव और रुचि दिखी। t-टेस्ट सहित अनुमेय विश्लेषण ने डिजिटल शिक्षण अधिगम हस्तक्षेपों के माध्यम से छात्रों के भाषा कौशल में महत्वपूर्ण सुधार दिखाया। यह डिजिटल शिक्षण अधिगम शैक्षिक क्षेत्रों में L2 शिक्षकों और शिक्षार्थियों के बीच बड़े पैमाने पर परिवर्तन को बढ़ावा देता है।

1. Introduction

People feel comfortable to convey their thoughts in their native languages. However, sharing themselves in a second language seems to be hard both for the listeners and the speakers. Foreign Language Speaking Anxiety (FLSA) can be removed through Automatic Speech Recognition (ASR) in which learners feel comfortable improving their speaking skills through the support of Web-Based Language Learning (WBLL) (Bashori et al., 2020).

The Bible extols the creation and origin of word and language, “In the beginning was the word, and the word was with God, and the word was God” (Houghton, 2023). The verse denotes that word is necessary for every human language and it must be used with accuracy for efficient communication. Likewise, one of the research studies states that tourism English is one of the best factors in supporting EFL learners to learn English in an innovative way (Parchananth, 2022).

According to the research studies of Bilal Mohd Zakarneh, e-learning platforms help improve the English Language skills of non-native speakers of English (Zakarneh, 2018). Generally, EFL (English as a Foreign Language) learners have various native languages like Spanish, German, French, and L2 learners are people who learn English as a second language. Likewise, previous research studies reveal that Extramural English

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(EE) activities like watching TV and playing games enhance L2 learners' flow of communication (Uztosun). Additionally, research studies carried out using technology reveal that Mobile Assisted Language Learning (MALL) generates communication among teacher-student and student-student through mobile Apps such as Duolingo (Shortt et al., 2023). The COVID-19 Pandemic necessitated the importance of e-learning and with the assistance of the Learning Management System (LMS) made Flexible Learning possible for content sharing and thus created an active virtual learning environment (Mohammed et al., 2023). Furthermore, studies show that Bilingualism promotes active learning and uplifts verbal fluency among L2 learners rather than a monolingual mode of teaching and learning (Brandeker et al., 2023).

The present research investigates the responses of 120 students who studied English as a subject at school and who now suffer from a lack of communication during their undergraduate education in the Arts and Science Colleges in Kanyakumari District of Tamil Nadu, India. Here, the researcher incorporates the four areas of Digital Learning Virtual Tools such as PowerPoint Presentation, Multimedia, Pad Let, and Edmodo.

Digital Virtual Tools support L2 learners whose Mother Tongue is not English to upgrade and develop their four language skills such as Listening, Speaking, Reading, and Writing. Digital Tools create an active and learner-centered environment for L2 learners. PowerPoint Presentation is an effective tool to teach and learn with the help of PPT in sharing images, recorded audio and videos and movie clips, etc. Learners can save and share the PPT files for their future use. Additionally, Multimedia helps learning through audio and visual images which seek the attention of the learners and build interactive learning. Following Multimedia, Pad Let strengthens collaborative learning among L2 learners and kindles interest among the learners. It acts as an online virtual bulletin board in which both teachers and students can interact easily by posting and sharing study materials and participating in online interactive activities. Edmodo is a teaching virtual tool that utilizes technology to share assignments, documents, videos, and other resources with students, thus encouraging active self-directed learning. All the mentioned Virtual Tools enhance EFL learners to improve their language skills without anxiety. Table 1 shows the importance of Virtual Tools in l2 Learning.

Table 1.

The Importance of Virtual Tools in Digital Teaching Learning

S .No	Virtual Tools	Benefits of Virtual Tools
1.	PowerPoint Presentation	Connects Online and Offline classes together
2.	Multimedia	Listening and learning through Audio and Visual images
3.	Pad Let	Assists in sharing learners ideas and improves learners' perception
4.	Edmodo	Assists in sharing videos, Access Assignments, Grades and Documents.

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2. Literature Review

Nowadays, research investigates the significant and groundbreaking improvements occurring in the field of education. The advancements in computer technologies and the internet make English language learning more active and support second language learners in an effective way (Erarlsan et al., 2019). Likewise, research studies state that the use of Moodle, WIKS, and Blackboard systems sharpens language efficiency in the teaching and learning journey through the second language (Martin et al., 2023). Interactive learning assists and involves the learners in practical activities and helps to improve creative knowledge through Virtual Tools in attaining fluency and accuracy in a second language.

The present article explains the effectiveness of learning English through e-learning. In recent days, the advancements of the Internet have made communication possible among non-native speakers of English to upgrade their competency and accuracy in a foreign language, especially in English. In this study, the author shows that the term direct interest inspires L2 learners and promotes learning in an independent way. Direct interest refers to a learning environment that prioritizes the needs and opinions of learners. It expands the teaching-learning process with assistance from technology and the internet. E-learning helps the learners master the English language and improves the English language skills of both the instructors and the listeners. It helps L2 learners get gradual mastery of the English language through Virtual Tools (Alhumaid et al., 2020).

The author of "The Pedagogy of Technology Integration" highlights the significant advantages of using technology in teaching and learning. The instructional activities occur within a hands-on setting. In order to keep up with technology integration, teachers must enhance their computer literacy, which will stimulate their knowledge and enthusiasm for learning through technology (Pavlou, 2020).

Some research asserts that Computer Assisted Language Learning (CALL) effectively addresses Speaking Anxiety in L2 learners by utilizing the internet and technology. The utilization of technology is crucial in the present educational landscape. This study examines the development of speaking skills using Web Based Language Learning, specifically focusing on the impact of websites in improving language skills among learners (Aydin et al., 2024, Karatas et al., 2020).

Anxiety is a prevalent psychological element that arises when attempting to speak or communicate in a foreign language. Using Computer-Assisted Language Learning (CALL) in conjunction with the Web-Based Language Learning (WBLL) platform can effectively alleviate Foreign Language Speaking Anxiety (FLSA). Websites facilitate the improvement and practice of speaking abilities for L2 learners, hence promoting effective communication skills (Teng, 2022). Teaching and learning English as a Foreign Language (EFL) with technology in a flexible and independent way is possible.

Herminia N. Falsario in her article states that Virtual Classroom not only promotes active learning but also enhances through self-motivation and self-learning humour teaching and learning to the L2 learners (Falsario et al., 2022). Likewise, research studies

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confirm that Computer-Assisted Argument Mapping (CAAM) enhances Language Skills through visual diagrams for easy understanding among EFL learners (Robillos, 2021). Thus, Language skills are developed by applying Digital Learning that assists in taking online classes, watching online videos, and conducting interactive sessions using digital tools. Figure 1 shows the benefits of technology-centred digital classrooms in a better way.

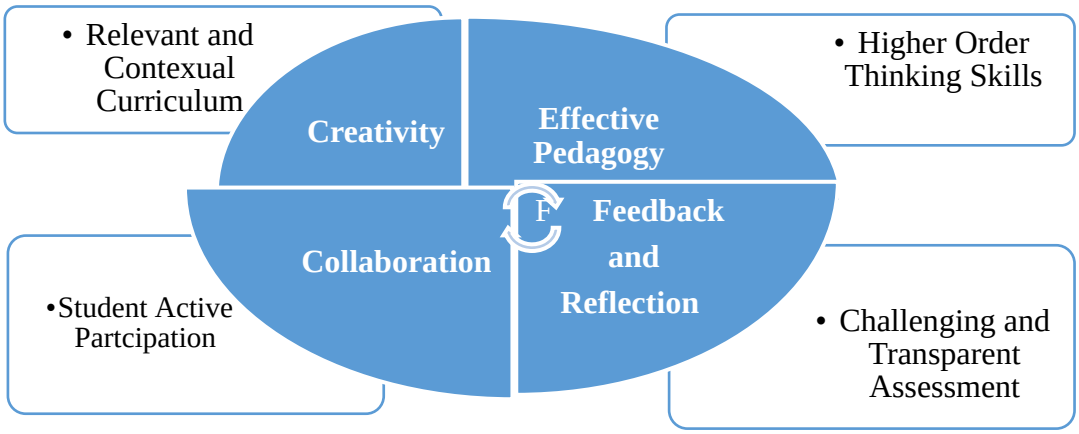

Figure 1. Benefits of Digital Teaching and Learning

Considering the above concepts, this research focuses on the incorporation of technology in language learning that involves many instructional and hands-on activities and requires higher computer literacy of teachers, which helps them to be enthusiastic about the technology used in learning. The CALL reduces Speaking Anxiety in L2 learners using the internet and technology. Specifically, using CALL and WBLL platforms reduces learners' anxiety and improves their communication skills in the second language. Therefore, technology is a vital component in today's learning model, as it allows EFL learners to learn flexibly with minimal assistance from the instructor. Speaking skills are also inarguably developed and enhanced through websites, thus fetching overall language proficiency and communication.

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3. Research Objectives

The present study holds the following research objectives:

- Evaluate To assess the Pre-Test and Post-Test levels of English Language Skills among the Experimental Group of Undergraduate English Literature students in select Arts and Science Colleges in the Kanyakumari District of Tamil Nadu State of India.
- To develop accuracy and fluency in speaking English and get rid of speaking fear among the group of Undergraduate English Literature students in select Arts and Science Colleges, considered as L2 learners.

4. Methodology

4.1.Aim of the Study

The present study aims to enhance English language skills through the use of PowerPoint Presentation (PPT), Multimedia, Pad Let, and Edmodo. These tools assist in improving fluency and accuracy and in removing the blockade of speaking anxiety among EFL learners.

4.1.1. Research Design

The Quantitative Research Method involves the systematic collection and analysis of numerical data, which can be obtained by methods such as questionnaires, experiments, and structural observations. The researcher used the Questionnaire Method to assess the English language proficiency of L2 learners. In addition, a t-test was employed to conduct numerical data analysis on four Virtual Tools, including PowerPoint Presentation, Multimedia, Pad Let, and Edmodo. The statistical research demonstrates the efficacy of digital teaching and learning in improving English language skills among second language learners.

4.1.2. Research Participants

The survey was conducted among a sample of 120 First Year BA Undergraduate English Literature Students. Specifically, 15 students were selected from each college that is affiliated with the Arts and Science Colleges of Kanyakumari District, Tamil Nadu, India. The colleges selected are as follows:

- Scott Christian College, (Autonomous) Nagercoil, Kanyakumari, Tamil Nadu, India
- Holy Cross College, (Autonomous) Nagercoil, Kanyakumari Tamil Nadu, India
- Women's Christian College, (Autonomous) Nagercoil, Kanyakumari Tamil Nadu, India

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- S. T. Hindu College, Nagercoil, (Autonomous) Kanyakumari Tamil Nadu, India
- St. Alphonsa Arts and Science College, Karungal, Kanyakumari Tamil Nadu, India
- Malankara Catholic College, Mariagiri, Kanyakumari Tamil Nadu, India
- St. Jude's College, Thoothoor, Kanyakumari Tamil Nadu, India
- St. John's College, Ammandivilai, Kanyakumari, Tamil Nadu, India.

4.1.3. Research Instrument(s)

A Questionnaire was administered to collect data from the respondents on how L2 language skills can be enriched through digital teaching learning among L2 learners. A structured Questionnaire is tested using a pilot survey of L2 learners. The questionnaire is prepared using a Likert-Rating scale along with a nominal and rank-order scale for data scaling to solicit feedback from the participants for an evaluation of their experiences and perceptions. The questionnaire was pretested for validity using a pilot survey. The questionnaire was framed based on the four areas: PowerPoint Presentation, Multimedia, Pad Let, and Edmodo.

4.1.4 Data collection and Analysis

Digital Learning requires a combination of digital technology, digital content, and digital instruction.Digital teaching-learning is effective in four areas such as PowerPoint Presentation, Multimedia, Pad Let, and Edmodo. The questionnaire was distributed to the respondents and analysed based on these Virtual Tools to develop L2 learners' Language Skills. This digital learning comprises the need for non-vocal communication and enables learners to frame creative visual images in their minds that assist in learning the content in a creative way. Table (2) summarises the frequency distribution of demographic variables in the experimental group.

Table 2.
Frequency Distribution and Percentage of Demographic Variables in the Experimental Group

S. No	Demographic Variables	Experimental Group n=120	
		(f)(Frequency	(%)(Percentage)
1.	**Gender**		
	a) Male	60	50
	b) Female	60	50
2.	**Age**		
	a) 17-18	60	50
	b) 18-19	60	50

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3.	**Locality of the College**		
	a) Urban	60	50
	b) Rural	60	50
4.	Medium of Instruction		
	a) Mother Tongue(Tamil/ Malayalam)	80	66.67
	b) English	40	33.33
5.	**Family Type**		
	a) Joint Family	30	25
	b) Nuclear Family	90	75
6.	**Parental Educational Qualification**	55	45.83
	a) Pass in HSC	65	54.17
	b) Graduates		
7.	**Occupation of Parents**		
	a) Government Employed	35	29.17
	b) Self-Employed	85	70.83
8.	Do you listen to English news daily?		
	a) Yes	25	20.83
	b) No	95	79.17
9.	Do you prefer Interactive learning?	120	100
	a) Yes	0	0
	b) No		
10.	Do you prefer active learning?		
	a) Yes	120	100
	b) No	0	0

For instance, students are encouraged to watch visual presentations with the support of digital tools that develop not only language skills but also upgrade the computer literacy of the learners. Karim and colleagues state in their article that Facebook helps learners post visual images and study concepts to develop English language skills and attain proficiency. Technology has become more convenient and flexible for language teachers. (Karim et al., 2019)

4.1.5. Experimental Design and Procedure

The present study follows Quasi-Experimental Designs such as Pre-Test and Post-Test. Pre-test and post-test methods are non-random methods of research utilised to estimate the outcomes of an intervention. In a pre-test and post-test design the rates of the participants before the intervention are measured and then re-measured after the intervention. Such an approach is useful in making comparisons that allow for the determination of the intervention's effectiveness given that corresponding data is

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compared within the same group over time. Due to the presence of some extraneous variables, quasi-experiments can be considered being between true experiments and non-experiments but they are very helpful in educational and social research where the allocation of subjects into groups can be completely random. A questionnaire was distributed to 120 students of select Arts and Science Colleges to test and analyse the language skills of students through digital teaching-learning. The probability Sampling Technique was employed and the results were analysed using a t-test. The Pre-Test was used to gauge their English language skills and the post-test was conducted to show improvement in their language skills (Darmajanti et al., 2022, Paradowski et al., 2023). The learners developed fluency and competency through digital learning. Interventions were given to improve language skills using digital tools such as PPT, Multimedia, Pad Let, and Edmodo. The t-test was conducted to produce results and it was analysed through SPSS (Statistical Package for Social Science). Table 3 discusses the effects of the English language learning process carried on during the intervention process.

Table 3.

Intervention to enhance effective communication among L2 Learners

S.No	Language Skills
1.	PowerPoint Presentation
2.	Visual Arts
3.	Pad Let
4.	Edmodo

The data were collected through a questionnaire administered to the experimental group. Before the target students experienced the digital learning intervention using PowerPoint Presentation, Multimedia, Pad Let and Edmodo, the researcher motivated the students to recapitulate the previous knowledge of the learners through Blackboard teaching and learning. Pre-Test was conducted on *Day 1*, by administering the questionnaire to the target students. Then, the digital intervention served 120 BA English Literature students of Arts and Science Colleges using virtual tools to enhance their English language skills. The digital intervention aims to improve English language skills using digital tools like PowerPoint Presentation, Multimedia, Pad Let, and Edmodo. Digital Intervention, starting on *Day 2* and ending on *Day 5*, was implemented regularly during weekdays around 10 am to 4 pm to avoid delusing audioay in achieving the positive performance of the students.

Day 2 used the students' attention to listen to the poems (Road Not Taken and Mending Wall by Robert Frost) and pre-recorded PowerPoint Presentation Slides helped improve their Listening Skills. On *Day Three*, a Multimedia Presentation with animation was shown based on the previous poem (Road Not Taken, and Mending Wall by Robert Frost) Group Discussions were carried out based on the above poems to improve Speaking

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Skills. Participants learned through pictures and images that enhanced their language skills. On Day Four, students read newspapers to improve their Reading Skills by sharing online Newspapers through Pad Let and enhancing Collaborative learning. On Day Five of the intervention, participants were kindled through Edmodo, a virtual tool that improves L2 learners' writing skills through picture composition and motivated active learning. After the successful intervention, a Post-Test was conducted on Day Six to assess the impact on the L2 learners' language skills. The results showed that virtual tools positively affected the students and enhanced their ability to develop fluency and accuracy in English.

Table 4.

Learning Literature through Virtual Tools

S. No	Interventions on Language Skills	Using Virtual Tools
1.	*Listening Skills(Poem)*	Because I Could Not Stop for Death, Mending Wall
2.	*Speaking Skills(Poem)*	Group Discussion
3.	*Reading Skills*	Reading Newspaper
4.	*Writing Skills*	Picture Composition

4.1.6. Data analysis

The researcher meticulously analysed the Pre-Test and Post-Test data from the experimental group composed of 120 students. The following table presents the respondants' frequency and percentage distribution on the basis of their English language proficiency level.

Table 5.

Frequency and Percentage Distribution of English Language Skills Levels in the Experimental Group

S. No	Level of Language Skills	Experimental Group (n=120			
		Pre-test (f)	**Pre-test** (%)	**Post-test** (f)	**Post-test** (%)
1.	Good	19	15.83	91	75.83
2.	Moderate	41	34.17	18	15
3.	Poor	60	50	11	9.17

Table 5 compares the Pre-Test and Post-Test results for the Experimental Group, highlighting significant improvements in English language proficiency levels among the

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120 participants before and after the digital intervention. In the pre-test phase, only 19 participants (15.83%) were classified as having good English language skills. 41 participants (34.17%), proved moderate skills while (50%)—fell into the poor category. This distribution underscores a significant need for improvement among the learners. Conversely, the post-test results revealed an important shift in language skill distribution, indicating a positive impact of the digital intervention. The results demonstrated that the digital intervention proved effective in improving the students' proficiency levels. A t-test statistical analysis was conducted to test the validity of these results. The data were processed using the Statistical Package for Social Science (SPSS). This statistical analysis highlighted the significant improvements in English language proficiency.

Table 6.

Comparison of Pre-Test and Post-Test Language Skills Among L2 Learners in the Experimental Group

S. No	Experimental Group	Mean	SD	MD	t- value
1.	Pre-test	4.03	2.49		
2.	Post-test	7.35	2.37	3.32	13.56
	Degrees of Freedom (df)	119			
	Significant	p<0.005>			
	Critical t-value (Tash Value)	1.98			

Table 6 presents a comparative analysis of language skill levels among an experimental group of second language (L2) learners, specifically examining their performance before and after an intervention, as indicated by pre-test and post-test scores. The pre-test mean score was 4.03, with a standard deviation (SD) of 2.49, reflecting the initial language skill level of the experimental group. Following the intervention, the post-test mean score significantly rose to 7.35, with an SD of 2.37, indicating a marked improvement in language skills.

The mean difference (MD) of 3.32 further underscores this substantial enhancement in performance. The calculated *t*-value of 13.56 far exceeds the critical *t*-value of 1.98, demonstrating that the difference between the pre-test and post-test scores is statistically significant. With a p-value of less than 0.005, these results provide strong evidence supporting the hypothesis that the intervention positively impacted the language skills of the L2 learners. Overall, the data in Table 6 clearly illustrates a significant

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improvement in the language skills of L2 learners within the experimental group, as evidenced by the higher post-test scores compared to the pre-test scores. This confirms the effectiveness of the intervention in enhancing their language proficiency, supported by robust statistical significance.

5. Results

The present study is based on a self-analysis through a questionnaire which was adminstered to conduct a Pre-Test and Post-Test. The aim was to asseed the English Language Skills of L2 learners in the Select Arts and Science Colleges in Kanyakumari District. The analysis of the data is organised, presented , and divided into the following three sections:

5.1 Description of Participants Characteristics

The current study involved a sample of 120 students in an Experimental Group from the Arts and Science Colleges. The demographic data were collected , including factors suc as Gender, Age, Locality of the college, medium of instruction, parents' occupation, type of family, and parents' educational qualifications as shown in Figure 2.

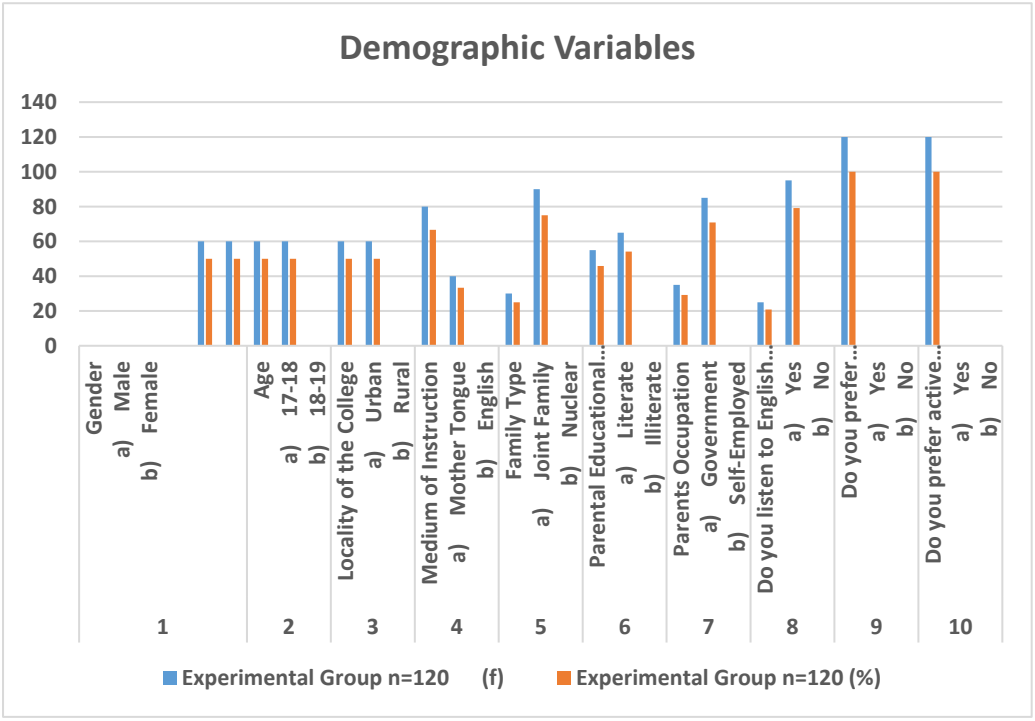

Figure 2. Demographic Variables of the Participants in the Experimental Group

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The data presented in Figure 2 describes of the demographic characteristics of the respondents. It shows that 50% of respondents are male and 50% are female. Additionally, in the age category, 60% of participants are under 17-18 years of age and remaining 60% are under 18-19 years. It shows that 50% of respondents belong to urban areas and remaining 50% from rural areas. Furthermore, focussing on Medium of Instruction, it is clearly drawn that 66.67% of participants learn from mother tongue instruction and remaining 33.33% through English medium. The graph shows that 25% of participants belong to joint families and a massive number of participants around 75% belongs to nuclear families. Here, parents' educational qualification denotes that 45.83% of respondents parents are 12th pass and huge respondents at 54.17% are Graduates. In addition to parents' occupation, 29.17% of parents are government servants and maximum of 70.83% are self-employed.

4.2 Comparison and Distribution of participants Level of English Knowledge

Based on the analysis, Figure 3 shows the Pre-Test and Post-Test levels of English language Skills (Listening, Speaking, Reading, and Writing) among the Experimental Group (120 samples).

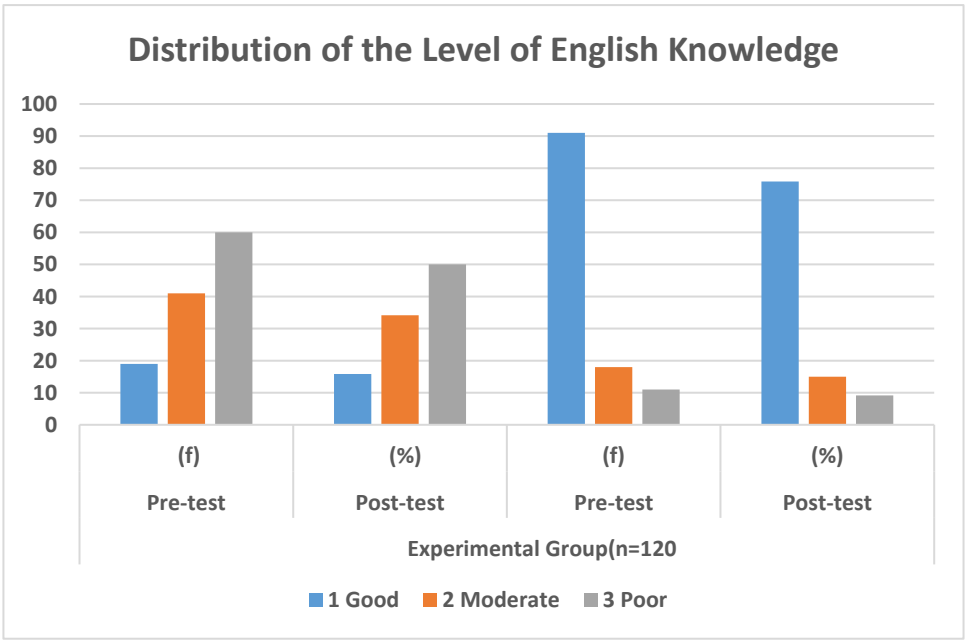

Figure 3. Comparison and Distribution of Learners English Language Skills

Figure 3 illustrates the distribution of English language proficiency among the 120 students in the Experimental Group based on the Pre-Test results. Specifically, 15.83% of the participants demonstrated good knowledge of English, 34.17% exhibited a moderate level of proficiency, and 50% were classified as having poor knowledge. In contrast, the

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Post-Test analysis reveals a significant improvement in language proficiency. Following the intervention, 71.83% of participants achieved good knowledge of English, 15% maintained a moderate level, and only 9.17% were identified as having poor English language skills. This shift highlights the positive impact of the intervention on the student's language development.

5.1.3. Comparison and Analysis of Test Levels among the Experimental Group

In the experimental group, the mean pre-test score was 403 with a standard deviation of 249. The mean of the post-test is 7.35 with a standard deviation at 2.37. The mean difference is 3.32. The obtained t value is 13.56 whereas the Tash value is 1.98. It denotes that the differences in values are significant <0.005>. The results demonstrate that the intervention has become highly effective at the levels of English knowledge among the college students of BA English Undergraduate Literature students in the Kanyakumari District. This is illustrated in Figure 4.

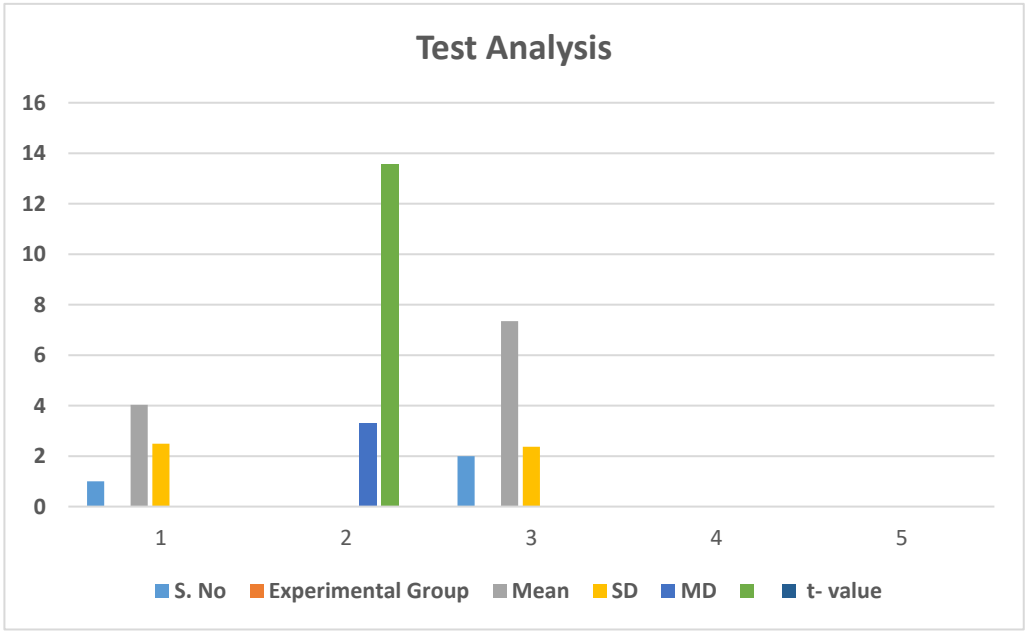

Figure 4. Test Analysis among the Experimental Group Learners

5.1.1 Association of Values for Post-Test among the Experimental Group

The final analysis shows that the chi-square test conducted proves that there is no significant association (<p 0.005>) between the levels of English knowledge and demographic variables among the BA English literature students in the Experimental Group. The results are shown in Figure 5.

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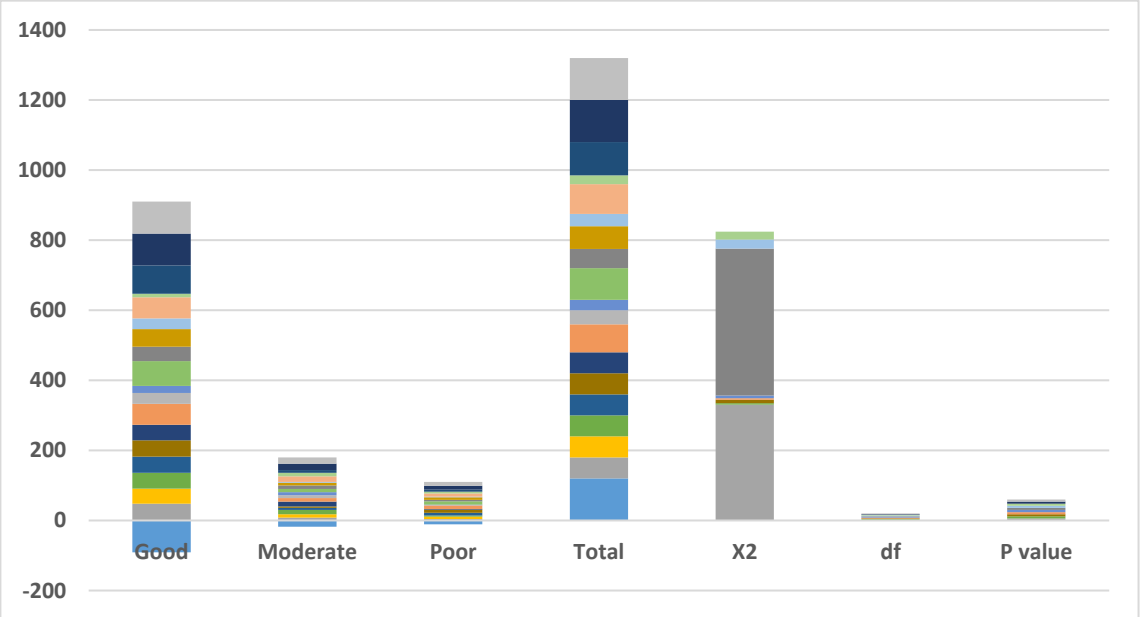

Figure 5. Association of Values among the Experimental Group Learners

6. Conclusion and Recommendations

Developing language skills among EFL learners presents significant challenges, particularly within the educational sector. The integration of digital technology in teaching and learning environments fosters practical and active engagement among EFL students. Research indicates that Communicative Language Teaching (CLT) effectively enhances speaking skills and promotes innovative competencies among L2 learners.

This investigation aims to deepen our understanding of how digital teaching methods can effectively improve students' English language skills, focusing on selected Arts and Science Colleges in Kanyakumari District, Tamil Nadu. The findings underscore the effectiveness of this approach in enhancing student learning outcomes while highlighting the importance of considering various factors in the design of effective digital learning environments.

The significant improvements observed across all areas of learning indicate the positive impact of the intervention. Utilizing visual arts through animation and imagery encourages both teachers and learners to acquire new vocabulary, thereby enhancing L2 teaching and learning. Tools such as Microsoft PowerPoint, Padlet, and Edmodo are particularly effective in boosting language proficiency among EFL learners in India. These resources facilitate a rich vocabulary context that supports effective and rapid communication.

Moreover, blended learning approaches, which combine traditional classroom instruction with distance education, have proven effective in fostering positive learning experiences and generating valuable feedback. The use of innovative technologies makes

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learning more active and interactive, contributing to a seamless flow of communication and enhancing language competencies.

Digital technologies that leverage virtual environments significantly contribute to the development of both productive and receptive English language skills. In conclusion, the integration of interactive technologies in teaching and learning processes plays a crucial role in advancing English language development among EFL learners, offering promising opportunities in literature, arts, and humanities.

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Acknowledgements

The authors would like to express their gratitude to the institutions that supported the research survey, which contributed to the positive outcomes of this study and the completion of the research paper. They also affirm that no funding was received or provided for the research reported in this article. Furthermore, they confirm that they have no competing financial or personal relationships that could have influenced the work presented in this paper.

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Authors' contributions

Francis Joice Guvin Felcida contributed to this study through her in-depth research on the subject. Her role involved designing and implementing the methodology used for evaluating the effectiveness of various digital teaching platforms in enhancing language skills. Her contributions encompassed conducting a comprehensive literature review to uncover existing gaps in research and leading the data collection phase.

Dr. Deepa Parameswaran focused on the analytical components of the study by contributing to the methodological design and the interpretation of data. She interpreted the collected data to establish correlations between digital tool use and language skill improvement. Her expertise was essential for drawing meaningful conclusions from the study.

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Declaration of conflicting interest

The authors declared they have no competing financial or personal relationships that could have appeared to influence the work reported in this paper. They also declared no conflicts of interest with respect to the research, authorship, and/or publication of the article.

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