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Patent Search

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Abstract:

Abstract A sample study on the effectiveness of digital tools versus traditional techniques in English as a second language on 200 intermediate students across a 12-week period yielded the following results: This quasi-experimental study, as earlier illustrated, measured the pre-test and post-test language proficiency scores, among other measures such as engagement and satisfaction. The students were divided into two groups: one using digital platforms and the other in a traditional class. Results confirmed that the students in Group 1 using digital tools had a more significant improvement in the language proficiency score before the intervention. 50 ± 10 , after the training: 70 ± 8 , compared to Group 2 using traditional methods: Before training: 52 ± 9 , after: 65 ± 10 ; $p < 0.01$. The use of a digital tool resulted in a higher average amount of engagement. It shows an average of 8.2 ± 1.5 , whereas the common method had an average of 7.1 ± 1.8 . In addition, the satisfaction rate using digital tools was 85%, meaning that digital tools improve student learning levels and engagement.

Complete Specification

Description: A Comparative Study of the Effectiveness of Digital Tools
Vs. Traditional Techniques in ESL Instruction

Field and Background of the Invention

For a long time, English as a Second Language was mostly based on the mechanism of face-to-face teaching, implying a real-time exchange between the educator and students within certain built-in infrastructures. Traditional methods, in their turn, are practically based on physical tools, such as textbooks, papers, and other paper materials vital for a person's learning experience. Such methods primarily benefit from live interaction, which allows learners to receive feedback in real-time, demonstrating how educators can adapt the teaching process based on a student's specific response. However, the disadvantage of traditional methodology lies in real-time factors that limit access to the learning materials and practices. Since the last two decades have witnessed the great advance of digital technologies, the ESL classroom macro-environment has changed significantly. More specifically, online learning resources such as virtual classrooms, distributed multimedia, and interactive apps have become integral to most language courses, including ESL, for multiple reasons. First, they not only provide students with more flexible access to learning resources, but they also foster a level of interaction and customization that textbook-based or lecturing teaching often struggles to achieve.

This, in turn, allows students to access the resources at any time, thereby increasing the schedule flexibility and minimising other implications of the term-based scheduling that is common for classroom-based teaching. Secondly, the multimedia nature of digital ESL resources, such as video, audio, interactive quizzes, etc., accommodates multiple learning styles, contributing to the continued effectiveness of language learning. For example, video can assist students who prefer visual learning.

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