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Anchal Mishra

Department of English & Modern European Languages, Banasthali Vidyapeeth

Mandvi Singh

Department of English & Modern European Languages, Banasthali Vidyapeeth

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Influence of Technology in Learning Macro Skills of English in a Multicultural Classroom: A Case Study of Students' Perception

Anchal Mishra*, Mandvi Singh*

* Department of English & Modern European Languages, Banasthali Vidyapeeth, Rajasthan, India

email-misanchal@gmail.com

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Abstract: In India, the teaching pedagogies are reforming by integrating technology. This paper tries to comprehend the main objective that is the role and contribution of the technology in a multicultural perspective that focuses on the macro skills of English as a second language. A quantitative and descriptive approach is used. Data was collected and analyzed, total of 117 samples were received. 81% of respondents agree with the use of technology in teaching English macro skills to improve listening skills. 77% of respondents agree that the usage of technology is extremely required while teaching in a multicultural classroom at colleges.

Keywords: Technology, Digital Language Lab, English Language, Macro Skills.

1. Introduction

Indian culture is one of the oldest cultures of the world and unique as it comprises of diverse cultures. India is a country of unity in diversity. Its uniqueness in the world is its multi-ethnic and multi-religious and multi-castes approach. India is enriched with diverse languages and cultures. A big opportunity and a challenge in India, are the diversity in the country's education system. Indian scenario needs multicultural education. Multicultural education is a change dating back to the end of the 1960s and the commencement of the 1970s. It is a cerebral theory, a revolutionized development, and a practice. Its essential initiative is that all students have the uniformity of prospects in learning without being subjected to racial, ethnic, social class, or gender-biased ¹⁾. In an interdependent world, multicultural education is a method for teaching and learning thus helping the students to be absorbed easily worldwide. Multicultural or digital teaching is a concept that is highly practical as well as philosophical in nature, a method in which all the children get an equal opportunity to learn in school, regardless of the student's background such that race, social class, or gender ²⁾. In multicultural education, it is necessary to study the challenges of teaching English as a second language. What are the teachers' perceptions and roles in multicultural education? What do students understand about multicultural education in India?

The impact of the culture, values, believes and past experiences are very evident in the learning capacity of the student. It is very significant for a trainer and a teacher to understand the background of the scholar or the student and acknowledge the cultural differences and should design the pedagogy accordingly ³⁾. It is required

to study the interdependencies of the whole education system including teachers and students, belonging to different communities and societies with the globe ⁴⁾.

Today, the world is more global, and in this era of globalization, each society is dependent on other societies. B. Shahriari et al discussed that due to the absence of the knowledge of the multicultural teaching model there is an impact on 'green human resource management' ⁵⁾. It is important as well as critical that the current education system should look into the challenges and glitches of the world altogether. Education tries to bridge the gap in multi-cultural societies through real communication. It permits scholars to better comprehend that the activities of a state or country should incorporate the implications which should influence human society ⁶⁾. The student needs to understand the significance of being culturally and ethically strong and demonstrate his identity as a responsible citizen globally. India is a second highly populated country in the world and known for its cultural diversity because of this, it is sometimes very difficult to evaluate the curriculum as it carries students from different culture, religion, gender, cultural variances are a nuisance at best and often becomes a calamity ⁷⁾.

Multicultural teaching provides excellence and constructive education for students ⁸⁾. This is predictable as human beings also "live culturally" not just live in the culture. It indicates that while living in a social environment, human beings are also influenced by the culture in which they live. In this process, they reshaped and reconstructed the cultural interaction of that social environment. In the multicultural classroom, the emphasis should not be given only on how and to whom

one should communicate. It also suggests how to start communication and how to encode and decode the messages. It also suggests to communicators what and when should be sent as well as the circumstances under which the messages to be noticed and interpreted ⁹⁾.

Multicultural education helps in eradicating the disparity and complications which are visible due to the differences in the culture, which not only helps the students to gel up with the world but also promotes and provides prospects in this global era ¹⁰⁾ Multicultural education is a method that assigns importance to variances and contrasts in the lecture hall Decapua explained, multicultural education as a procedure that dictates the conception of educational institutions that both in their infrastructure and form assurance that students may get equal opportunities as well as academic achievement ¹¹⁾. Multicultural education is the drive that assists in executing the principles of equal rights. The drive must be observant of their defined principles and remained dutiful to whom, who thought and lived differently. This does not indicate to be just attentive to individuals from different cultures within the system. It is a perception that represents people of various cultures and also accepts their differences ¹²⁾. Wherever more than one culture lives there, is known as multicultural social order ¹³⁾.

The notion of the blend of several cultures signifies a novel direction towards the coming time. Multicultural teaching is an escalating method to transform the educational and teaching system which critically investigates and emphasizes contemporary insufficiencies and influenced practices in education. It is being founded that multicultural teaching helps the students to perform work with full integrity and dedication and imbibes the importance and awareness of gender equality. Multiculturalism provides the opportunity to realize and respect the diverse cultures and their beliefs and traditions, also to endorse the relevance of cultural acquiescence ¹⁴⁾.

It also plays a crucial role in transforming the life of students. The confidence and personality of the students can be improved by using this approach this confidence and positivity that the student gained in the teaching space also extends to the home and the society in which the student lives. It also improves the skill to mingle with the mates of other creed and culture. This approach may lead to a positive cross-cultural mingling and interaction.

As it was stated that multiculturalism is not only a concept of philosophy but is an approach of living and educate the student coming from the societies differs in socio-economical behavior ¹⁵⁾. This approach is not only limited to this level of diversity. It might be the diversity of land, gender, dialect, or any other mean. Researchers emphasized that this type of approach must cover each entity of the institution that can be the pupil, staff, teachers, curriculum, and all the institutional societies ²⁾.

It is an idealistic concept that can provide equal opportunity to read and write despite the student's caste, creed, social class, or gender. It can also be said that it is the recognition that of our common humanity and the truth that our differences just make us different, not better or worse than one another. Multi-cultural education is the way to achieve a philosophical idealism and concept along with the reform movement.

Multiculturalism, is a structure where the social implications are not uniform, consistent and harmonized, diverse uniqueness and different cultural backgrounds exist, disparities are not considered as inequality rather a basis of productivity and futuristic approach which is the foundation to introduce the revolutionized culture in the society ^{16), 17)}.

Language Lab was added to the curriculum of students to study macro skills of the English language to get adaptable to foreign culture and environment. English is the most spoken second language in India but the factors like apprehension towards speaking the English language, parental influence & teacher's behavior, and peer group pressure affect the student's ability to speak the English language and has an adverse impact on students learning capabilities ¹⁾.

In Language Lab, PC based network can be easily loaded with the appropriate software that can be easily operated and managed. Language Lab can help the learners to learn English as a second language. According to the level of the learners, the software can be developed and installed. Keeping the targeted learners in mind, course material can be designed by the teachers specially to improve the Listening and Speaking Skills of the learners. Language lab is beneficial from Primary to Post- Graduation Level of the learners (from School to University Level). It helps to make the sessions more interactive as it is audio – visual-based. Teachers can maintain attendance easily and also helps in the quick evaluation as the marks are displayed on the screen immediately after completing the assigned task or exam ¹⁸⁾.

Limited works have been reported on the use of technology in learning macro skills of English in a multicultural classroom. The proposed work will be beneficial to the researchers in understanding the phenomena of multicultural classroom teaching and also the effect of the teaching and learning of English as a second language.

2. Literature Review

The statistical data of India is stating that the population of India is increasing rapidly. The Indian population is highly diversified. Individuals from different states are populating every area to Delhi NCR. These individuals bring different values, believes, customs, and dialects which impact and bring changes in the societies in which they live. As the horizon of India is broadening continuously, the youth needs to understand

and respect the differences in cultures, religions. So, it is the moral duty of teaching fraternity of schools and colleges to teach the differences of cultures and how to interact and accept the cultural diversity all around.

This has been stated that multicultural teaching practice is the area of research planned that improves educational impartiality for the scholars and pupils who joins to pursue the specified goal, perceptions, philosophies, concepts, and archetypes from all the field of study, especially for women's study and ethnic study. Likewise, Chen et al and Watson explained the multicultural system of educational approach as a background to evaluate and understand the difficulties faced in the world. Banks focus impartiality on unintended received education, while Bennett highlights the idea as a resource to understand as well as interpret associations between persons and entities along with society over a universal view ¹⁹⁾, ¹⁴⁾.

In the meantime, Gay conceptualized multicultural educational approach as a cluster of theories with descriptions which identifies and evaluates the reputation of folkloric, racial as well as cultural multiplicity in determining existences, understandings of societies, individual identity along with educational prospects of all the entities that might be individual, society or the states. Gay views of multicultural educational approach emphasizes on considering the individual's values, whereas Banks stresses identical treatment as well as the opportunity for everyone. Still, all the researchers show resemblances and variances in the way the researchers define a multicultural educational approach ²⁰⁾. All the researchers emphasized that the individuals coming from one particular society and with different economical background should respect the other came from the different social and economic backgrounds ²¹⁾.

Multicultural education is first intellectualized in the 1960s and followed years, it was changed and modified. Multicultural education was conceptualized under various other names like cross-cultural, pluricultural and bicultural education. These all are the polished and refined version of multicultural education.

The multicultural Educational approach as in practice today in the U.S. is more or less can be observed as the bi-cultural educational system approach that is not very much defined and practiced there. There is no biculturalism without bilingual schools. Biculturalism is fostered by cultural education. There is no biculturalism without bilingualism. Biculturalism is nurtured by bicultural education another term for biculturalism multicultural education because of the difference in character between the two- active vs. passive. Bank defined multicultural education, as a blend of ideas, educational reform, and process ¹⁴⁾.

As per many multicultural education theorists, the suggestion was not infused in the education system so additional training has to be given to lecturers, trainers, and teachers involved in multicultural education. They

also felt that the secondary level teachers do have ample experience and perception regarding the same. There are so many research works and case studies in the field of multicultural education but the teachers at a primary level did not seem to go through that. So, to sustain growth and improvement, some motivation and training are needed. It was also observed that in the schools of cities, a misunderstanding amid the multicultural philosophy and policies. So, some analysts investigated that the perception of the teacher was also one of the factors. The multicultural students don't have similar outcomes. This achievement gap is generally coined in form of dropout ratio, test scores, college enrolment rates, etc.

Maximum descriptions can be put into one of the numerous classes. Genomic discrepancy and biological characteristics are responsible for the inborn intelligence and academic merit is the product of that inherited ability ²²⁾. Multicultural education is not a problem but a blessing as it works as a valuable source. Several educational systems work on that and continuously improving themselves by developing a suitable approach to attain their goal. Norway explained the globalization of education as the value-added factor for their society. As per their studies, a blend of multilingualism in the classroom promotes its students to learn new languages and cultures that is a valuable thing for their society. In the process that Norway treats the foreign and immigrant students as an asset which can add on some fruitful flavor in multicultural classrooms ²³⁾.

In the multilingual and multicultural classroom, it is very important to analyze the language proficiency of the student during the admission process keeping the mother tongue influence and the language of teaching in the mind. This will help the instructor to guide the student specifically as per the requirement of a particular student ²⁴⁾.

Researchers also emphasize that while conducting language classes in the multilingual classroom, the instructor should incorporate and accentuate the role of the socio-cultural domain which minimizes the gap between the native or the mother tongue language and the language of the College. Ecological and socio-cultural perspective plays a pivotal role in Second Language Acquisition ²⁵⁾. It has been explained that when integrating two or more languages in a structured way this implies Trans-language ²⁶⁾.

The cultural impact is always visible in the speech of a person ²⁷⁾. While speaking there is always a strong influence of the mother tongue and culture, even the person is using a foreign language. It is very important to understand the context rather than the language. From the point of view of multicultural Communication, it is difficult to understand the exact meaning of the word as sometimes it is far from the correct meaning because sometimes it is influenced by an individual's culture, religion, beliefs, or past experiences ²⁸⁾.

In the research on Analyzing Student Perceptions on Trans-language, it has been found that a major bunch of respondents opted “no opinion” or had neutral responses. This question is asked not based on sentiments rather based on males and females²⁹⁾.

The research on faculties or teacher's sentiments about multiculturalism in higher education found that faculties have witnessed diversity in behaviors of the students who came from different social, cultural, and economic backgrounds. The communication problem is a big challenge among the students and in the classroom teaching. In technical education, cultural differences do not play much importance as the subject is technical and concept based but in International relationships, it is required more as students are from different countries. The impact of their diverse culture is visible in their way of answering the questions. Asian students are a little shy than European students, students from different countries with different culture act in a different way¹³⁾.

It has been observed by the researchers that faculty members are in the opinion that it is very important and necessary to have multiculturalism in classroom teaching as students are from diverse cultures. As globalization is there and business is growing, so it is required to know the etiquettes of various cultures, as it will impact their professional growth¹³⁾.

N. M. Yusof et al, found in their research that 85% of teachers understand the importance of multicultural education. Teachers use different ways of teaching as they understand the diverse culture and background. Teachers from both mono-ethnic and multiethnic environment feel that proper training and education requires for teaching in a multicultural classroom. 95% of teachers from both backgrounds use multiple ways of education methods. Different teaching pedagogies show the teacher's commitment and contribution in understanding the diverse culture of students and provide equal opportunity to all the students to learn in multicultural classrooms³⁰⁾.

Teaching is a craft like any other professional career such as medicine, engineering, software professionals, and auto mechanics, professional cricket³¹⁾. To practice teaching some distinct skills are essential, which teachers have to develop. Some teachers are naturals, we can call them born teachers and seem to develop the skills by intuition. But most of the teachers in India do not have these skills, however, they need proper training. Doctors, mechanics, cricket players, Engineers, and Teachers at the High school level routinely get such training, but not college teachers, most of whom get their degrees and join the institute/college and teach courses. They should learn the new art of teaching, getting involved the students in the learning process, rather than just listening.

In a survey of engineering faculty members in the eight institutions, 65% of the respondents reported writing instructional objectives for their classes, 60% assigned small-group exercises, and 54% gave team

assignments. The survey results show the importance of active learning in fetching students to accomplish things by themselves in the teaching space other than pay attention to the lecturer. It has been discussed that in the last 50 years there is very little change in the classroom teaching methodology in engineering education. In recent years, however, there have been signs of change. Engineering faculty have increasingly begun to read the education literature and to attend conferences and some have attended to adopt new approaches in their teaching³²⁾.

Thus we can say that a nation's growth depends upon high quality technical and professional education through the development of human resources³³⁾. The inventions in the technological frontier have shaped the modern world. Various researchers have discussed that teaching is an art that requires special skills in terms of teaching pedagogy and evaluation of the students. It is high time, now there is a requirement of inventing a new tool to assess the students with a growth mindset³⁴⁾. Technical education provides a new outlook and perspective, which they carry throughout their life. Technical education in India has come a long way from the plain teaching of core subjects, fundamental concepts, and showing students glimpses of things to come³⁵⁾.

Intake capacity in degree courses has expanded in the last four decades. In 1971 it was 18,000 and in 2002 it is 350000 and in 2005 it is expected to reach 500000. The issue is whether such a fast change in intake capacity would be absorbed in the economy of the country or not. 35 % of seats are observed vacant and the passing rate is 70 % of the admitted students in engineering. Only 30 % passed out are getting jobs. The scenario has developed an acute shortage of qualified teaching faculty at the senior level. The education system in India particularly engineering education is facing a crisis on multiple fronts, which are inadequate funding, lack of competent teachers, outdated curriculum and course material, students indiscipline and less inclination towards gaining knowledge, ineffective system of governance and management, lack of student support system services and low quality of education and research. It is important to find the writing skills of a student before admission for the further learning of the macro skills of the English language⁸⁾. Various researches say that the approach of teaching EFL should be planned and organized and more practical activities need to be incorporated rather than teaching theoretically³⁶⁾. It is important to analyze the local environment and the language used and a teacher should consider this before creating the module for teaching a second language³⁷⁾.

2.1 Language Lab

It stated that one should never try to focus on technology as the main objective, it will be helpful only if it will be incorporated along with the teaching practices in a regular manner³⁸⁾.

If it looks at the present scenario of Multimedia Lab, then it would be necessary to know that earlier these Multimedia or Language Labs were not digitally equipped rather when they were first set up in the 1950s, old Language Labs were having hard-wired analog tape deck system which used to have sound booths in them and the teacher had to arrange the listening of the lessons or activities with those analogs.

Podcasts were used for the listening activities as, they were like radio or Television, where the students can listen as well as watch the activities as per their convenient time. The advantage of using podcasts was that the student can download the activity or subject material to his computer using the podcast system³⁹⁾.

In 1957 to reinforce the teaching pedagogy of various subjects like science, mathematics, and especially second language in the schools of America, a law was passed. In 1959, Derthick described the new terms and conditions of introducing a language lab. In 1961, 1965, and 1967 the description of language lab was mentioned by Parker, Diekhoff, and Hocking in their research. There was a drastic change in the pedagogy of teaching EFL in the 1960s as many language labs were set up and changes were made in the language laboratory⁴⁰⁾.

As discussed by various researchers that teaching a foreign language in a classroom will not always show good results rather learning is not only possible in the classroom sessions only. That is why researchers discussed and shared that the use of technology that will bridge the gap of teaching foreign language practically by using technology in the language lab⁴¹⁾.

Although E-Learning will be unequivocally used for EFL management, it is obscure to say what changes will take place in the labs for EFL classes in the future. We are not even sure if the Language Laboratories will exist or not. As artificial intelligence is playing a vast and crucial role in today's world across the globe be it an organization, a school, an institute, or any field of life⁴²⁾. Everything is cloud-based, after observing the development and role of artificial intelligence, this can be possible that in few years the physical language labs will not exist in fact content of language labs can be easily operated through mobiles of the students by assigning them the individual login and they can submit their assignments and it will show the digital or auto-generated answers feed in the software. This revolutionary redesigning of software and the role of artificial intelligence may arise the need to re-evaluate the requirement for a physical language lab, huge set up of machines, teachers, students, and necessary infrastructure.

Future of language lab can be envisaged as a cloud-based lab where, videos, lectures, and other activities will upload once and can be accessed from anywhere and at any time. All the content will be available on the app. It will be very easy for the teacher to manage as this will save resources, space, time, and more interesting⁴³⁾.

3. Research Methodology

A questionnaire was sent by electronic mail to the Post Graduate students of the Institute of Management Studies, Ghaziabad. A questionnaire was made with a total of 39 questions. Section A includes questions based on the personal information of the respondents, section B includes the questions based on the role and contribution of Technology in learning English as a Second Language in Post-Graduation. Data was collected through convenient sampling. A total of 117 responses was received from the respondents and were considered for analysis. The respondents were from the age bracket of 22 years to 32 years of age, pursuing Post Graduation.

The respondents were from different states of India and they were segregated according to their native language and culture. Most of the respondents learned English as a second language in their Primary and Secondary School and the mode of pedagogy was in their respective regional languages and English. Out of 117 respondents, 35 were from Uttar Pradesh, 20 were from Delhi (capital of India), 15 from Bihar, 12 were from Bengal, 10 from Gujarat, 6 from Gujarat, 4 from South India (including Tamil Nadu, Kerala, Andhra Pradesh, Chennai), 3 from East of India (including Assam, Sikkim, Mizoram, and Arunachal Pradesh) and 2 from Orissa.

The data has been analyzed by using the SPSS method with One-Sample T-Test, the responses were based on 5 points Likert scale. In the t-test, the test statistics is defined as, $t = \frac{\bar{x} - \mu}{\frac{SD}{\sqrt{n}}}$ where n , \bar{x} =sample mean, μ =population mean, SD = standard deviation mean. In one sample T-test, two types of hypotheses are the null hypothesis and the alternative hypothesis. The alternative hypothesis shows that there is a difference between the mean (μ) and the assessment value (m_0) while the null hypothesis shows that there is no difference. The objective of using a one-sample T-Test is to find out whether the null hypothesis has to be rejected while analyzing the collected data. The confidence interval is 95% and the significance level is (α) for the proposed hypothesis test is 0.05 that correspondence to the probability of observing the extreme value of the test. The two-tailed hypothesis is used to measure the difference in the objective despite the direction and written as $H_1: \mu \neq m_0$. The hypotheses can be mentioned as follows:

1. The null hypothesis is written as (H_0), which presume that the difference between the assessment value (m_0) and the mean (μ) is equal to zero.
2. The alternative hypothesis (H_1) presumes that the difference between the assessment value (m_0) and the mean (μ) is not equal to zero.

4. Result from analysis and findings

The findings of this case study wanted to reveal the answers to the following questions:

1. Role of Technology in learning English as a Second language.
2. Contribution of Technology in learning English as a Second language.

The survey is conducted to know the views of the students studying and receiving guidance for a minimum of twelve months to learn English as a Second Language through Digital lab pursuing the Post-Graduation course at the Institute of Management Studies, Ghaziabad. The support they get from their lecturers, the impact of the cultural and social environment, and economic factors responsible for acquiring knowledge of English through Language Lab.

To know how technology (Digital Laboratory) has helped them to improve their English as a Second Language. The collected data were segregated according to using technology in learning English as a Second Language.

Table-1: Percentage distribution of using technology in learning English as a second language

S. No.	Questions	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	Technology has helped the students to improve their English language	20	58	20	2	0
2	Technology is essential in improving English language skill	23	53	18	3	3
3	Technology helps to acquire the English language easily	20	57	19	4	0

4	Continuous use of technology as a way of improving the English language	25	56	14	2	3
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As shown in Table-1, the result of the survey shows that 20% of the respondents strongly agree and 58% of respondents agree with the statement that 'Technology has helped the students to improve their English language'. Similarly, 23% of the respondents strongly agree and 53% of the respondents agree with the view that 'Technology is essential in improving English language skills'. Correspondingly, 20% of the respondents strongly agree and 57% of the respondents agree with the point that 'Technology helps to acquire the English language easily'. Likewise, it has been found that 25% of the respondents strongly agree and 56% of the respondents agree that the 'continuous use of technology is a way of improving the English language'.

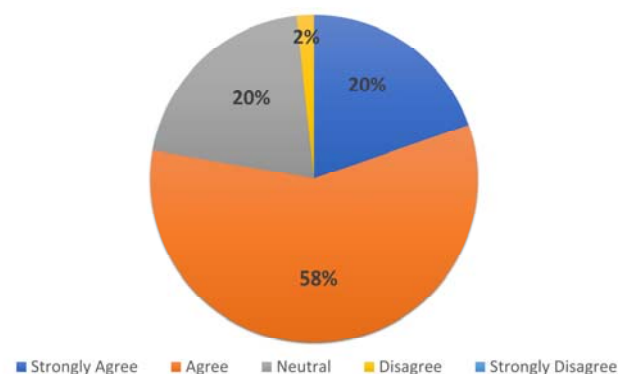


Figure-1 Technology has helped the students to improve their English language

From the collected data regarding the first question, it was found that the mean of the collected data was 3.97 with Standard Deviation (SD) 0.668. It means the response will vary in the range of 3.97 ± 0.688 i.e. 3.282 – 4.658. After applying the T-test on the collected data it was found that the p-value is 0.664 which is greater than 0.05. H_0 : Technology has helped in improving the English language. H_1 : Technology has not helped in improving the English language. $T_{cl} = -0.436$ with d.f. 99, sig. value (p-value) = 0.664 > 0.05. Thus, Technology has helped in improving the English language. This proposes that the null hypothesis (H_0) should be accepted. That is 58% of students stated that technology has helped in improving the English language.

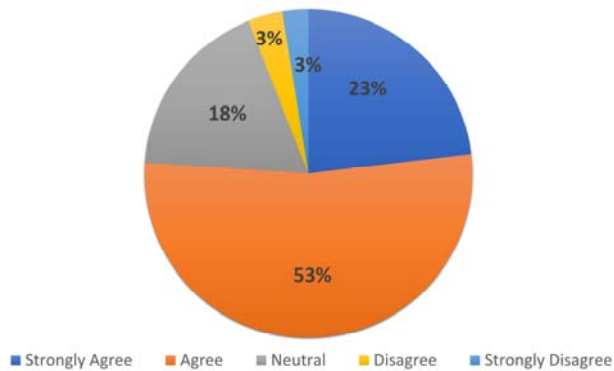


Figure- 2- Technology is essential in improving English language skill

From the collected data regarding the second question, it was found that the mean of the collected data was 3.98 with Standard Deviation (SD) 0.816. It means the response will vary in the range of 3.98 ± 0.816 i.e. 3.164 to 4.796. After applying the T-test on the collected data it was found that the p-value is 0.807 which is greater than 0.05. figure-2.

H_0 : Technology is essential in improving English language skills.

H_1 : Technology is not essential in improving English language skills.

Tcl = -0.245 with d.f. 99, sig. value (p-value) = 0.807 > 0.05. This proposes that the null hypothesis (H_0) should be accepted. That is 53% of students agree that technology (Digital Laboratory) contributes and is essential in improving English language skills.

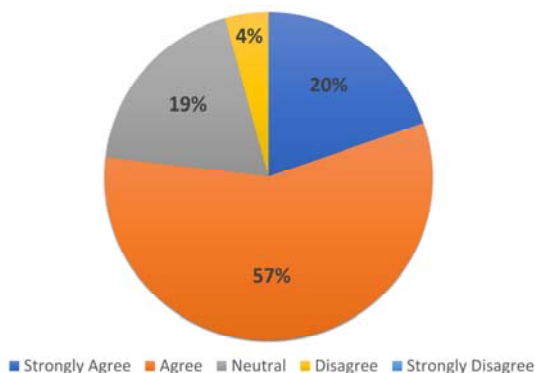


Figure- 3 - Technology helps to acquire the English language easily

From the collected data regarding the third question, it was found that the mean of the collected data was 3.95 with Standard Deviation (SD) 0.680. It means the response will vary in the range of 3.95 ± 0.680 . After applying the T-test on the collected data it was found that the p-value is 0.660 which is greater than 0.05. H_0 : Technology helps to acquire the English language easily. H_1 : Technology does not help to acquire the English language easily. Tcl = -0.434 with d.f. 97, sig. value (p-value) = 0.660 > 0.05. Thus, Technology helps to acquire the English language easily. This proposes that

the null hypothesis (H_0) should be accepted. That is 57% of students stated that Technology helps to acquire the English language easily.

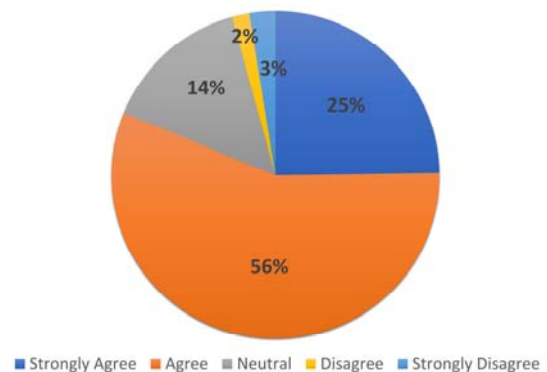


Figure- 4 - Continuous use of technology as a way of improving the English language.

From the collected data regarding the fourth question, it was found that the mean of the collected data was 3.90 with Standard Deviation (SD) 0.650. It means the response will vary in the range of 3.90 ± 0.650 . After applying the T-test on the collected data it was found that the p-value is 0.640 which is greater than 0.05. H_0 : Continuous use of technology is a way of improving the English language. H_1 : Continuous use of technology is not a way of improving the English language. Tcl = -0.420 with Df. 90, sig. value (p-value) = 0.640 > 0.05. Thus, Continuous use of technology is a way of improving the English language. This proposes that the null hypothesis (H_0) should be accepted. That is 56% of students stated that Continuous use of technology is a way of improving the English language.

The analysis shows that the Language Lab provides education as well as helps the students in learning employability skills. It helps the teachers and the learners by making the class interactive and effective. The digital language lab reduces time and resource wastage as once the teaching material is prepared can be utilized by different trainers or teachers. It helps in the evaluation system by making it quick and error-free. Language labs help the teacher to identify the weak areas of the students. Learners will be divided into different batches and with the help of a master console, a teacher can view the screen of the students working in the Language lab. It also connects the student directly with the teacher if any problem arises. Teachers can teach out the facts and rules of language to the students in an easily graspable manner.

Teaching through a digital language lab is more result-oriented. If we consider the report of the world economic forum, technology has changed the scenario of the teaching-learning process but there is a need for some guidance to handle the technology. As nowadays even schools are installing digital - language labs that are directly preparing students for the university syllabus and modules. School libraries provide an environment for the students to read English comics, novels, and

articles. Proper use of Digital- Language lab by teachers can make a difference in the learning capabilities of the learner.

5. Conclusion

By applying the one-sample T-test of the SPSS tool on the collected data, the following points have been concluded, which are as follows:

1. In statement one, it was found that the null hypothesis (H_0) got accepted which validated that 78% of the respondents agreed that 'Technology has helped the students to improve their English language'.

2. Similarly, in statement two, it was analyzed that 76% of the respondents agreed that 'Technology is essential in improving English language skills. In this case, the null hypothesis (H_0) got accepted.

3. At the same time for the third statement, 77% of the respondents had the same opinion of agreeing with the statement, and the null hypothesis (H_0) was accepted which confirmed that 'Technology helps to acquire the English language easily'.

4. While in statement fourth, 81% of the respondents agree that the 'continuous use of technology is a way of improving the English language' thus the null hypothesis (H_0) is accepted.

This study says that in today's scenario, the use of technology while teaching English is highly required. The use of technology like a language laboratory is very essential as it plays a crucial role in teaching English as a second language in a multicultural classroom. It minimizes the efforts of teachers and teaching pedagogy drastically. It is suggested that schools and colleges should include the use of a digital language laboratory in their curriculum.

India is a democratic country that follows a multicultural teaching pedagogy. Rural area (villages) still considers English as a foreign language rather than a second language because the villages have a strong influence on teaching because of their respective regional languages. The novelty of this paper is that the government can use technology while teaching in the schools of villages and making learning easy and effective. The use of different software based on technology in the language lab for e.g the use of Alexa will make teaching and learning macro skills of English in a multicultural classroom more effective and easier.

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