Effective Impacts of Smart Screen on English Language Acquisition at Different Ages and Study Levels

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Abstract

This research investigates the intersection of educational technology and second language acquisition (SLA) through examination of smart screen integration at SpokenEnglish Academy, a private language institution. A quantitative survey has been conducted to explore how interactive technology mediates the language acquisition process. The survey's data include 25 students who provide insights into learner perceptions of smart screen effectiveness. Also, a case study documents how SpokenEnglish Academy has implemented smart screens to examine language skill areas across (2.5-3) years during teaching class time. Findings have shown that students rate images/videos on smart screens (M=4.64) significantly higher than traditional methods for understanding new vocabulary. Primarily, 100% of respondents reported increased willingness to speak English during smart screen activities. Moreover, the literature review, including Krashen's Monitor Model regarding SLA, has been indicated. Therefore, this paper contributes valuable insights into how smart screen technology can enhance language acquisition by making input more accessible through multimodal presentation, such as lowering the affective filter through anxiety reduction, and facilitating meaningful interaction through authentic communication contexts**.**

Keywords: Second language acquisition, comprehensible input, smart screens, affective filter, language education technology, SpokenEnglish Academy.

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التأثيرات الفعّالة للشاشات الذكية على اكتساب اللغة الإنجليزية لدى مختلف الأعمار والمستويات الدراسية"

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ملخص

يبحث هذا المقال في كيفية التعلم باستخدام التكنولوجيا التعليمية وخصوصا الشاشات الذكية، للمساعدة في اكتساب لغة ثانية. أُجري البحث في "أكاديمية SpokenEnglish"، وهي أكاديمية خاص لتعليم اللغة الانجليزية وتعتمد فكرة تدريس في هده الاكاديمية على ان اكتساب اللغة يمكن ان يأتي بشكل طبيعي وليس فقط من خلال الحفظ والدراسة. في هدا البحث تم استخدام طريقتان وهما الاولة مراجعة الدراسات السابقة في هذا المجال، وإجراء استبيان لآراء الطلاب. بالإضافة الي دلك هدا البحث ايضا تكلم على أهم النظريات في اكتساب اللغة مثل نظريات الباحث "ستيفن كراشن"، التي تفرق بين "التعلم" الواعي للقواعد و"الاكتساب" واللاواعي للغة. ولقد اكدت الدراسات السابقة على أهمية فهم ما يسمعه ويقرأه المتعلم مع ضرورة تقليل شعوره بالقلق والخوف من ارتكاب الأخطاء اثناء العملية التعلمية. أماطريقة التانية فعن دراسة الحالة في مؤسسة SpokenEnglish ، وفي هده التجربة الأكاديمية ركزت الموسسة في استخدام الشاشات الذكية لتعليم مهارات اللغة الأربعة في جميع مراحلها لمدة ثلاث سنوات. ولتزيد من فهم آراء الطلاب الدين شاركو وكانو 25 طالبًا في استبيان حول تجربتهم والتي أظهرت نتائجها بأن الطلاب يفضلون استخدام الصور ومقاطع الفيديو التي تعرض على الشاشات الذكية لتعلم المفردات الجديدة بمتوسط يقدرب (4.64) مقارنة بالطرق التقليدية التي عهدوها في السابق. والأهم من ذلك، أن 100% من الطلاب المشاركين ذكروا أن استخدام الشاشات الذكية زاد من رغبتهم في التحدث باللغة الإنجليزية. أضافة الي دللك، الطلاب شعروا براحة أكبر أثناء الأنشطة التي تستخدم هذه التكنولوجيا مقارنة بالأنشطة التقليدية. أيضا لاحظ الطلاب ان أكبر تحسن لديهم كان في مهارات الفهم والاستيعاب وهو ما يتماشى مع نظريات اكتساب اللغة التي تعتبر "الفهم أولًا" هو أساس للتطور اللغوي. ولقد استنتجت هده الدراسة أن الشاشات الذكية يمكن أن تكون أداة فعالة في تعليم اللغات، لأنها تجعل المادة التعليمية أسهل للفهم وذلك عبراستخدام الوسائط المتعددة مثل الصور والفيديو وغيرها مما يقلل من قلق الطلاب، وتشجعهم على التفاعل والتواصل بثقة أكبر اثنا العملية التعليمية.

الكلمات المفتاحية: اكتساب اللغة التانية. المدخلات المفهومة، الشاشة الذكية، المرشح العاطفي، تكنولوجيا تعليم اللغات، أكاديمية سبوكن انجلش

Introduction:

In recent decades, acquiring a second language, specifically the English language, has become increasingly important for learners of all ages and proficiency levels. In fact, the integration of technology in the English language area has increased nowadays. According to second language acquisition theory and educational technology, it is important to create fertile ground for innovative practice. While the debate regarding the optimal approach to language teaching continues, substantial evidence has emerged supporting methods that emphasize natural acquisition processes over explicit learning of language rules (Krashen, 1982; Ellis, 2015). Moreover, the primacy of acquisition over learning in developing genuine communicative competence has gained substantial empirical support (VanPatten & Williams, 2015; Ellis, 2015). This involves prompting educators to seek instructional approaches that foster conditions for natural language acquisition. Therefore, the purpose of this study is to provide insights into the impact of smart screens on English language acquisition by synthesizing existing research on acquisition theory and educational technology. Data from students at SpokenEnglish Academy (private language institution) has been obtained by examining students' perceptions. This research aims to bridge the gap between SLA theory and technology-enhanced pedagogical practice. It explores how smart screens might enhance comprehensible input, lower the affective filter, and facilitate meaningful interaction based on existing research. The

literature review also addresses empirical studies on smart screens and language acquisition. Next, the methodology section includes both A quantitative survey of 25 students and a descriptive case study of SpokenEnglish Academy. Following that, the results section presents findings for each of these components, highlighting student perceptions of how smart screens affect their language acquisition experience. Finally, the conclusions summarize key insights and and state implications for future research.

Problem Statement:

Although the increased usage of technological tools in language classrooms, there is a lack of research in examining specifically how smart screens might affect acquisition processes rather than merely learning outcomes. However, several studies have confirmed the development in language test scores and students' engagement following technology integration (Al-Saleem, 2012; Wang et al., 2019). In contrast, few have examined this impact through the lens of acquisition theory. Moreover, this research often fails to differentiate between technology's potential to improve explicit learning and its capacity to ease acquisition. Many studies focus on the role of technology in grammar instruction, vocabulary memorization, or test preparation (Golonka et al., 2014). Additionally, the literature may not extend exploration of how learners become aware of the impact of smart screen technology on their language learning experience, such

as input comprehensibility, opportunities for meaningful interaction, and anxiety levels.

Significance:

This paper presents huge benefits for both theoretical and practical language education. Firstly, it covers the application of Krashen's acquisition theory, which explains how digital tools might improve language acquisition. Secondly, it encourages educators to seek and integrate technology in a way that assists language acquisition. Additionally, by examining student knowledge through an acquisition lens, this study would frame future technology integration language programs. Furthermore, the study's findings may assist educational technology developers in designing tools that better support acquisition principles. Finally, by documenting specific practices at SpokenEnglish Academy, alongside students' perceptions of their effectiveness, this study would provide solid examples that other educators might adapt to their own contexts.

Research Questions:

This study examines the following research questions:

1. According to the following literature, how might smart screens play an essential role in creating an English language environment acquisition, specifically in terms of the following elements that facilitate meaningful interaction, lowering the affective filter, and

comprehensible input?

2. How does Spoken English Academy use smart screen technology, particularly to assist acquisition-based pedagogy across different skills of the English language?
3. What perception do learners at SpokenEnglish Academy hold regarding the impact of smartscreen technology on their learning experience, specifically by focusing on comprehensible input, anxiety reduction, and interaction patterns?

Literature Review:

One of the most famous theories is Stephen Krashen's Monitor Model, and it is the most influential framework in second language acquisition. It was proposed in the 1970s, and this model contains five hypotheses that explain how languages are acquired (Krashen, 1982, 1985, 2003). Firstly, the *Acquisition-Learning Distinction* that distinguishes between two systems of SLA performance, which are the acquiring system and the learning system. It is stated that acquisition happens subconsciously through interaction, just as children when developing first language proficiency (Krashen,1982). This stimulus learner's spontaneous communication results in implicit linguistic knowledge regarding language. Thus, it is confirmed that only acquiring language results in natural and fluent communication. Secondly, the *Monitor Hypothesis*, which gives an explanation of acquisition and learning, this hypothesis is controlled by output rather than as a source for spontaneous

production (Krashen,1982). Next, the *Natural Order Hypothesis,* which deals with grammatical structures and how they can be acquired in a predictable sequence when given instructions (Dulay & Burt, 1974); (Krashen, 1982).

In addition, the *Input Hypothesis* is the most central to Krashen's framework, which defines how language can be acquired. It has been stated that acquisition occurs when learners understand the message of language, so comprehensible input is an important element that results in speaking fluency rather than input through practice of production (Krashen, 1985). Finally, the *Affective Filter Hypothesis* explains individual acquisition variationally, despite similar input conditions. Krashen (1985) states that effective elements, such as motivation, self-confidence, and anxiety, cause a mental block or "filter" that may prevent input from reaching the language acquisition device. These variables may play an important role in acquiring language effectively. Therefore, numerous studies have provided empirical support for different aspects of Krashen's model. According to studies by Lee & Benati (2009) and Rassaei (2015), they have indicated that input-rich approaches result in greater long-term acquisition than production-focused methods. Additionally, it is confirmed that the negative impact of high anxiety on language performance aligns with the effective filter hypothesis on language learning anxiety (MacIntyre,1995; Dewaele &MacIntyre, 2014).

Furthermore, many empirical studies on smart screen language education have been done. Firstly, examining the effects of smart screen technology on language comprehension and acquisition, which resulted in positive findings. For example, studies by Schmid (2008) and Manny-Ikan et al. (2011) have found that the use of an interactive whiteboard, which is associated with improved reading comprehension compared to traditional instruction, is specifically for texts that contain unfamiliar content. In addition, studies by López (2010) and Bahrani et al. (2014) show a huge improvement in listening comprehension and integration of interactive multimedia content through smart screen technology. These studies have concluded that using authentic materials is more effective than just using pedagogically modified content. In addition, a longitudinal study has found that continuing to use touchscreen-based language learning activities for a period of 16 weeks resulted in better proficiency levels than traditional instruction, especially for measuring implicit knowledge (Hwang et al. 2016). It has been suggested that smart screen technology may contribute to acquisition (implicit knowledge) rather than merely enhancing learning (explicit knowledge). Secondly, a lot of research has confirmed a positive impact on smart screen technology regarding the effective factors of language acquisition, such as motivation enhancement, confidence building, and anxiety reduction. For example, a study by Xiobo et al. (2020) has revealed that testing effective factors of technology enhances language learning, and it is found that engaging with a

whiteboard and touchscreen without anxiety, as well as increasing willingness to communicate effectively.

Another research by Campbell and Geertsema (2017) has demonstrated that using touchscreen-based collaborative activities in an effective way increases motivation. In other words, it is reported that higher enjoyable tasks make students willing to continue language study, showing a positive impact on long-term motivation. Also, A longitudinal study by Yang (2017) has suggested that smart screen technology produces long-lasting improvements in language learning confidence rather than merely creating short-term engagement. Thirdly, examining how smart screen technology affects classroom interaction patterns would provide insight into how these tools might ease the meaning for communication in language acquisition. For instance, studies by Yang & Chen (2007) and Wang et al. (2019) have shown that conducting activities on shared exhibition draws out more negotiation of meaning in specific language tasks. These studies confirm that the discussion aligns with the interaction-based viewpoint on acquisition, which may confirm how communicative problem-solving in developing language competence is essential. Also, a mixed-methods study by Mercer et al. (2010) has found that using a whiteboard interactively develops students' knowledge rapidly. These studies conclude that smart screens may improve acquisition by facilitating the types of interaction that may result in language development.

Methodology:

This study employed a quantitative survey design and a case study at SpokenEnglish Academy. This was achieved by implementing the smart screen at SpokenEnglish Academy to investigate the impact of smart screens on English language acquisition. This methodology was selected to provide empirical data regarding how smart screen technology might influence key acquisition factors that are comprehensible input, affective filter levels, and meaningful interaction.

1- Case Study of SpokenEnglish Academy:

Spoken English Academy is a private language institution, and this institution has its own principles of language acquisition, which aim to create a low-anxiety environment and are rich in comprehensible input. The academy has used smart screens across all classrooms for the past (2.5-3 years) as a key tool to reach its acquisition-concentrated approach. As in 2025, the Spoken academy has presented English language courses to about 500 students in various proficiency levels and with small class sizes to facilitate learning. The student population is diverse in terms of age (5-25 years) and background. They all aim to develop and practice English communication through using smart

screen technology that is available throughout the academy's facilities. Teachers in this Academy have been given special training on how to use these technologies to support acquisition-based pedagogy rather than merely enhancing traditional methods.

2- Quantitative Data Collection:

Survey Instrument* & *Participants:

A quantitative survey was developed to gather students'perspectives on how smart screens affect their language acquisition experience. The survey instrument consisted of 16 questions covering: Background information, Comprehensible input, Affective filter, and Interaction patterns. The questionnaire contains multiple question formats, including Likert scales (1-5 ratings), multiple-choice questions, and optional short-answer responses. Participants were 25 students, a mix of current students and graduates of SpokenEnglish Academy. The survey focused on primary, high school, and college-level students who had adequate experience with smart screen technology in their language learning. Participants were volunteers, and the survey was completed via Telegram groups.

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The results of this study are organized into two main sections: the description of the acquisition through using a smart screen at SpokenEnglish Academy, and the analysis of the quantitative survey data, which was collected from students.

Section 1: Description of Acquisition through using Smart Screen at SpokenEnglish Academy:

An analysis of SpokenEnglish Academy's practices has found that a structured method of smart screen integration has been designed to support acquisition-based pedagogy across different language skill areas, which are:

Reading: Smart screen implementation for reading instructions at SpokenEnglish Academy demonstrated clear connections to acquisition principles in reading skills, and these have been confirmed when teachers incorporated interactive quizzes using features like drag-and-drop matching, touchscreen highlighting, and digital annotation to teach reading content without using a traditional testing approach. These approaches create a low-anxiety environment while still checking comprehension. Also, using Interactive E-books Delivering Multimodal

Comprehensible Input rather than focusing on grammatical forms. Another point is that interactive reading activities draw attention to the meaning through comprehension questions. Also, smart screens explain texts more easily, so students can take turns, highlighting, circling, or otherwise identifying meaningful elements rather than grammatical features. Thus, teaching reading through the use of smart screens could create learners with strong reading abilities.

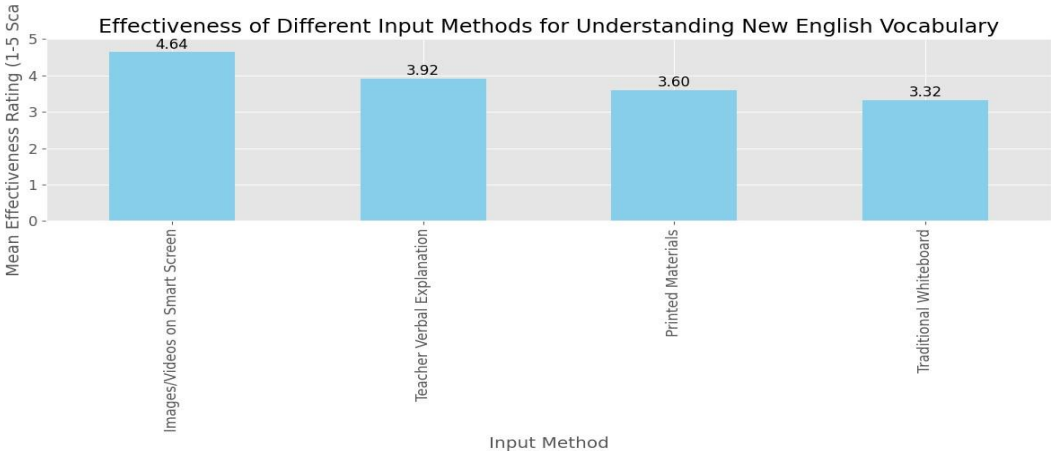
Writing: Writing instruction through smart screens at this academy confirmed different ways for language learning. For example, using interactive writing templates that have been provided to scaffold and help students produce comprehensible output without explicit grammar instruction. Also, using interactive word games and sentence-building activities on smart screens to emphasize meaningful construction rather than isolated grammatical practice. In this SpokeEnglish Academy, teachers have used smart screens to model writing as a communicative process rather than a grammatical exercise, which resulted in effective language learning.

Listening: Listening instruction through smart screens revealed several acquisition-focused practices. Teachers utilized smart screens to present real audio and video materials with visual supports that enhance comprehension. Also, interactive listening activities included comprehension checks that focus on meaning rather than testing recall. Thus, this approach maintained the low-anxiety environment, as well as game-based listening activities on smart screens, emphasized

comprehension in a low-pressure context. Therefore, teaching listening on a smart screen through these methods creates effective language interaction between students.

Speaking: Speaking instruction through smart screens exhibited clear connections to acquisition principles. Teachers used images, videos, and interactive scenarios that have been shown on smart screens to control authentic communication rather than structured drills. For instance, in an intermediate class, students discussed reactions to a series of engaging photos presented in a slideshow, concentrating on expressing real situations. Students were allowed to use optional recording features to record and review their speaking, with feedback focused on comprehensibility rather than grammatical accuracy. Also, digital storytelling tools on smart screens enabled students to create stories to encourage creative language use in a low-anxiety environment.

Section 2: Quantitative Survey Findings:



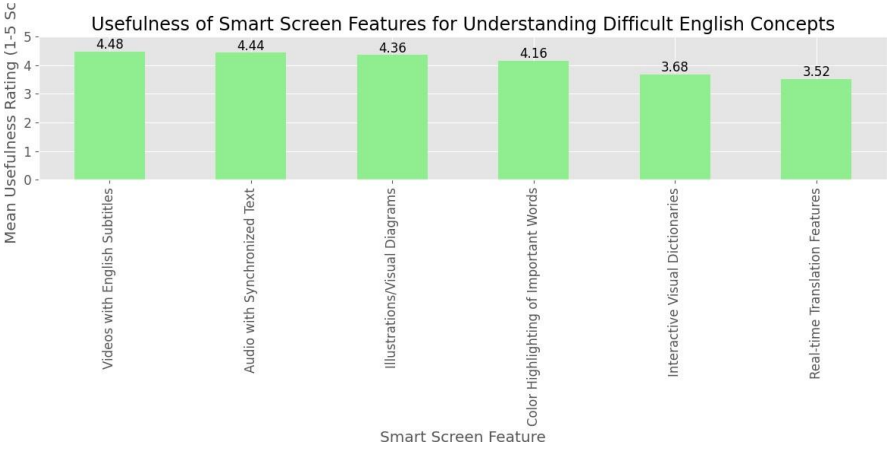
The survey of 25 students from SpokenEnglish Academy has confirmed valuable perceptions on how smart screens impact language acquisition. Findings confirm three principles, which are:

1-Comprehensible Input:

Firstly, a smart screen enhances the comprehensibility of language input by applying the effectiveness of different input methods. Learners evaluate the impact of these different comprehensible methods to understand new English vocabulary, as it is indicated on scales of (1-5). As it is shown above in Figure 1, the highest rating for

Images/videos on smart screens was (M=4.64), whereas the lowest rating for traditional whiteboards was (M=3.32).

Secondly, the usefulness of smart screen features and how they facilitate hard English concepts. As it is shown in Figure 2, students gave the highest ratings to videos with English subtitles (M=4.48); on the other hand, the lowest ratings were to real-time translation features (M=3.52). These findings highlight the value of multimodal presentation in making input comprehensible.

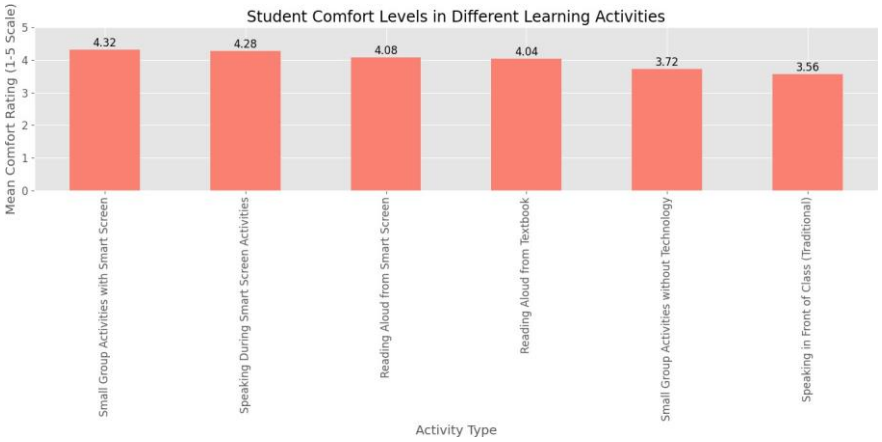


Comprehension of authentic materials is another aspect that has been evaluated in this study. When students were asked how well they understood authentic materials (real-world videos, websites, etc.) on the smart screen, compared to simplified materials. About 48% of students

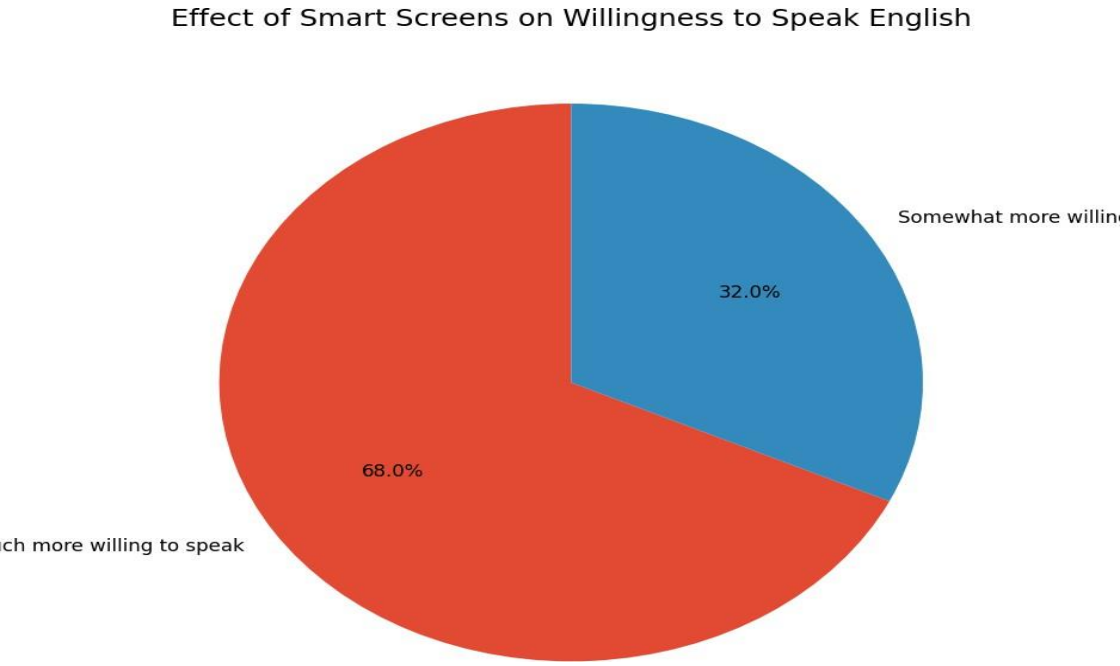
have responded that understanding authentic materials "much better" with smart screen support, whereas 36% responded that understanding them "somewhat better." Only 12% responded no difference, and 4% reported a better understanding with simplified materials regardless of smart screens. Therefore, findings suggest that acquiring the language by using smart screens could be confirmed as a key consideration for providing rich, natural language input.

2-Affective Filter:

According to the survey, it has been found that using a smart screen helps lower the effective filter through different aspects, which are firstly examining learners' comfort level by choosing different types of activities. Students rate their comfort levels (1-5) across different learning activities. As it is shown in Figure 3, the highest ratings for small group activities with smart screens were (M=4.32), while the lowest ratings for speaking in front of class traditionally were (M=3.56). This pattern suggests that smart screens help create a lower-anxiety learning environment.



Also, students asked how smart screens impact their willingness to



speak English in class. As it is stated in Figure 4, about 68% of students reported being "much more willing to speak". In contrast, about 32% reported being "somewhat more willing to speak." This finding provides remarkable evidence that smart screens lower the affective filter by increasing willingness to communicate.

-Another point is when asked about factors that make learners feel most comfortable participating in class. Students gave (56%) for "when activities feel like games", about (52%) for "when I can see visual supports on the smart screen", and about (48%) for "when everyone is participating together". These responses highlight how smart screen features can create a low-anxiety environment for language learning acquisition

3-*Meaningful Interaction:*

Based on the survey's findings, it has been indicated that smart screens facilitate meaningful Interaction by communicating and focusing on the target language. Students responded that during smart screen activities, their communication is "often" or "almost always" focused on the *task/topic* in English (76%) while communication about *technical aspects* happens less frequently, and *using the native language instead of English* is less common. This finding suggests that smart screens support meaningful communication in the target language. Overall, the findings provide strong empirical evidence that smart screens can

enhance language acquisition by making input more comprehensible, lowering the affective filter, and facilitating meaningful interaction.

Conclusion:

To sum up, this paper aims to acquire the English language through utilizing various features of smart screens. A comprehensive literature review and a quantitative survey of students, as well as a case study at Spoken English Academy, have been applied by focusing specifically on how smart screen technology influences comprehensible input, the affective filter, and meaningful interaction. The findings of this study show strong evidence for the effectiveness of smart screens in creating a language learning environment for learners to communicate together in real-world contexts. First, they make input more comprehensible through multimodal presentation. Second, smart screens demonstrate a great capacity to reduce the affective filter that can impede acquisition. Next, rather than hindering authentic communication as some might fear, smart screens seem to facilitate meaningful interaction when properly implemented. The most effective practices observed at Spoken English Academy and reflected in perceptions were learners who have utilized technology specifically to enhance input comprehensibility, reduce anxiety, and create authentic communication contexts. Also, one of the important findings in this paper was that learners are willing to speak at a comfort level when using smart screens, so this encourages teachers to use smart screens

when teaching speaking and other skills. It can be suggested that several educators should seek enjoyable and easier approaches to acquire a language, so they could use smart screens in different ways in order to gain the target language. Using multimodal presentation for comprehension, smart screens' capacity to combine visual, auditory, and textual elements would be an effective and enjoyable way to acquire the language. In fact, teachers should use technology to make rich, real-world content comprehensible for learners rather than relying on simplified pedagogical materials. Finally, educators should design activities using a smart screen to create genuine communication needs rather than simply practicing language forms and using traditional methods.

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ppendix:

Students Questionnaire:

1. **Do you enjoy learning English by using smart screen technology?**
   - Yes, very much
   - Yes, somewhat
   - No, not really
   - No, not at all
2. **How long have you been studying at SpokenEnglish Academy?**

- Less than 3 months
- 3-6 months
- 1 year
- More than 1 year

3. **Have you learned English anywhere other than school and SpokenEnglish Academy?**

- No, only in school and SpokenEnglish Academy
- Yes, I studied in other institutes
- Yes I independently learned through the internet, apps, etc.)

4. **What is your current level of English language?**

- Beginner
- Pre-intermediate
- Intermediate
- Upper-intermediate
- Advanced

5. **How often are smart screens used in your English classes?**

- In every lesson.
- In most classes (about 75% of classes)
- In some classes (about 25% of classes)
- Rarely or never (less than 10% of classes)

6. **Rate how well you understand new English vocabulary when it is presented in these different ways:**

(1= *Very poorly, 2= Poorly, 3= Moderately, 4= Very well)*

- With images/videos on the smart screen
- Written on a regular whiteboard/blackboard
- In printed textbooks or handouts
- Through teacher verbal explanation only

7. **When your teacher uses authentic materials (videos, websites, etc.) on the smart screen, how well do you understand them compared to simplified materials?**

- I understand many authentic materials
- better support with smart screen
- I understand authentic materials
- No difference in my understanding, somewhat better with smart screen support
- I understand better with a simplified way
- It depends on the specific content

8. **What are the most useful smart screen features for understanding difficult English concepts?**

(1= *Not helpful at all, 2= Slightly helpful, 3= Very helpful*)

- Videos with English subtitles
- Interactive visual dictionaries
- Highlighting/color-coding important words
- Real-time translation features
- Interactive diagrams/mind maps
- Audio with synchronized text

9. **What are more effective ways for learning and remembering new vocabulary**?

(*1= Not effective at all, 2= Slightly effective, 3= Moderately effective, 4= Very effective)*

- Seeing it with relevant images/videos on the smart screen
- Writing it in my notebook
- Hearing it repeated several times
- Using it in conversation practice
- Seeing it in context within a text or story

10. **Describe one particular example when a smart screen activity assists you in understanding something in English that you had difficulty with (optional answer)**

…….

…….

11. **What is your feeling when your teacher asks you to participate in these different kinds of activities?**

(1= *Uncomfortable, 2= Neutral, 3= Comfortable)*

- Speaking in front of the whole class traditionally
- Speaking during smart screen-based activities
- Reading aloud from a textbook

- Reading aloud from the smart screen
- Small group activities without technology.
- Small group activities using the smart screen

12. When are you most likely to volunteer answers or participate without being called on?

- During interactive smart screen activities
- During traditional activities without technology
- groups are small when working, regardless of technology, when working individually, and sharing later
- I rarely volunteer, regardless of the activity type

13. What are the most important factors that make you feel more comfortable participating in the class? *(1= Not important at all, 2= Slightly important, 3 = Very important,)*

- When activities feel like games
- When I can see visual supports on the smart screen
- When I have time to prepare my answer
- When everyone is participating together
- When I'm not the center of attention
- When I understand exactly what to do

14. How does using smart screens affect your willingness to speak English in class?

- Makes me much more willing to speak
- Makes me somewhat more willing to speak
- No effect on my willingness to speak
- Makes me somewhat less willing to speak
- It depends on the specific activity

15. In which activities do you have the most meaningful conversations in English? (Select two)

- screen smart the on shown videos discussing
- screen smart using problem-solving Group
- Role-plays based on smart screen prompts
- Traditional small group discussions
- Whole-class discussions led by the teacher
- textbooks/worksheets using activities Pair

16. Do you like to communicate whenever using a smart screen for teaching?

(1= Never, 2= Rarely, 3= Sometimes, 4= Almost always)

- Focused on the task/topic in English
- About technical aspects or instructions
- In Arabic rather than English