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**A Study on The Use of Technology for Developing English
Communication Skills Among Students**

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ABSTRACT

Communication is one of the most significant aspects that unite civilization. Human beings created society to fulfill their desire to communicate, which gives them to express and get feelings and thoughts of each other. Without food we can't live and without communication we cannot live in society. We can only be able to communicate with other people through dialogue. Communicating with people enables one to create rapport with them. Communication is central in case we are to move on. The study will examine the impact of the use of technology in the classroom by the students on their aptitude to communicate in English. The empirical study involved 320 students most of who were students in West Bengali public schools who were given a standardized questionnaire. The outcomes have revealed that the majority of students have issues due to the lack of time in English-speaking situations and knowledge about the language. Speaking of technical aids, individuals would rather resort to online dictionaries and language study applications than to such items as social media and video conferencing. The results of ANOVA show that different technologies have quite different efficacy levels. The authors of the research believe that technology may assist students in enhancing their communicative skills in English when it is applied properly. The necessity to embrace easy-to-use online tools in studying language is expressed along with the need to improve communication abilities of students.

Keywords: *Communication Skills, Technology, Dictionaries, Social Media, Video Conferencing.*

I. INTRODUCTION

When one learns English, it creates access to better education and employment opportunities. The English language is one of the most vital means through which the world is unified. In the large majority of countries, English is the second language. Learning any language is primarily aimed at acquiring a basic vocabulary with which one can talk in everyday life. This has seen the anticipation that modern day employees can engage in life-long learning and develop their skill base. Speaking a language fluently is a skill just as any other, and this skill is acquired with the help of practice. The goal of learning language is closely connected with the development of the LSRW abilities. Communication affects every sphere of human society since it is one of the essential activities. Social development requires maintaining growth and development; it is one that is distinguished by effective communication practices.



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Considering that the language is flexible, productive, useful, universal and teachable, it is evident that there is a need to study the language. Our communication allows other people to hear our inner thoughts and feelings. The intellectual, personal, verbal or written forms are all fair game. We are social in nature, and we have to live in communities. We share our perspectives with other people since our social needs demand it. Both the two way processes of communication help in making oneself known and interesting interactions as well as to inform, advise, caution, command, change behavior and improve connections.

In case one is competent enough to state himself in a fitting manner that is not wordy, not dishonest, and dynamic, then that individual can communicate. Communication is essential in order to move individuals, goods and ideas between one place and another as well as to create close, empathetic relationships within a group. This process has a feedback loop that comprises of an initiation, a receiver and a reaction. Thus, communication is never stagnant and engaging. The acquisition of English is now a compulsory exercise due to considerations that are more scientific and technological rather than political. English language has grown out of its British roots to de jure a global business, politics and cultural language. English language has become an essential instrument of communication at a global level. It has become the de jure language of the state of the art areas such as space and computer technology and all ranks of national and international competitive tests. It is a given that we are all citizens of the information and communication technology world whether we like it or not.

Computers are everywhere in the current technological age. It has been revealed that 5000 newspapers or more than half the total number in the world are sent in English. This implies that most of the computer data is handled and stored in English. Even countries which use English as a minority language usually have one English-language newspaper. It has been turned into the de jure language used to communicate across national borders. It has become an international language by default as an indicator of social status and international business. English is a window to the world. Most people now concur that English is the most used language in the earth.

At the end of the century, the English language had begun to establish itself as a global language. It has popular support on all the three fronts namely social, economic, and political grounds. The argument behind the use of English has been changing in the recent past. Even the middle classes in our country are not evading the rest of the society through undermining the language of English. Since the need to teach students to communicate effectively is on the rise because of the growing applicability of English as a global tool of communication. It requires more than several days to improve the communication skills. It can be a nightmare to the students who have difficulties in communicating well.

Most of the students have problems in communicating in English. Students are usually not able to communicate effectively and hence they are not equipped to workforce. In terms of communication between the students and the teachers, there is an absolute breakdown of communication. The



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severely impaired students in terms of communication do not get any useful instruction. We are laying excessive stress on technical skills and little on the most crucial one, which is the skill to communicate effectively. Communication skills, in their ability to be independent, precise and to the point, are essential to success in any workplace. A person who manages to express his/her thoughts precise and briefly is one that is respected within his/her community, field and in society in general. The ones who can express themselves effectively through words are more likely to have a sense of confidence since they are sure that they can be able to get what they need. Communication entails planning and preparing the mind. To have the required technical expertise and other pertinent skills, one should learn how to use the English language.

Language communication plays a significant role in every sphere of life. Without an effective language, the things we do will be dead and uninspiring. The English language boasts of being the leading contemporary language. This is because English is the common language of business and politics in the international front. In order to create mutual understanding among the nations, English is referred in the schools. By learning this language one can overcome their bigotry, intolerance, prejudice, and lack of open-mindedness so that they can contribute their share to ensuring peace and understanding in the world.

Human beings are at their very essence communicators. There is currently an emerging sophisticated knowledge-based economy, and we are witnessing it. Effective communication skills are very vital to the knowledge workers in the contemporary workplace. This requires not only a good listener but also a good verbal and written communicator. In order to be successful as a professional, it is essential to have continuous evaluation and act on different communication environments.

II. DEVELOPING STUDENTS' COMMUNICATION SKILLS

During the process of learning and teaching a language, the extent to which the students and the teachers can communicate effectively gives an indication of the level of ethicalness. Ethics are required by everyone, at all times and it is one of the most important ones. This segment will bring out the necessity of controlling the ethical communication in foreign language instruction. Ethics is a branch of philosophy which has been appealing to scholars since millenniums.

Communication activism, community-based actions, and service-learning courses expose students to the mean-street realities of society and often make curriculum and ethics centerline in communication studies. It can be the first experience that some students encounter those who experience systemic injustices, which can be the lack of home, insufficient healthcare, insufficient education or the exposure to unhealthy environmental factors. Through these experiences, the communication ethics can be viewed in various perspectives; the individual, the organization and the systemic. In so doing, we are able to understand more effectively how various voices interrelate to claim human dignity, encourage competence in a day-to-day communication process and engage in social change by means of systemic change. Social media needs ethical communication and it impacts on the government regulation of ethics.



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An effective and a skilled communicator is one who establishes, conveys and comprehends messages in an ethical way in different environments, both in the public place, in personal relations, in intercultural communication and in the mass media. To be able to recognize communication ethics challenges, the moral imagination of students should be aroused. To ensure that their communicational skills are part of the creation of an ethical aspect in the surrounding, children learn to strike a balance between their interests and those of others. In this context, this paper establishes the definition of speech etiquette by examining these terms. In this case, we attempted to establish the exact meaning of the term speech etiquette and we also attempted to set out the role of the speech etiquette on teaching and learning a foreign language.

Speech etiquette is a part of the linguistic and cultural panorama of the world. The behavior of people will define whether they have, understand, and select formulae of speech etiquette. The rules of decency in speech are gaining relevance when it comes to learning a new language. Without proper etiquette with speech, it is difficult to initiate a dialogue and maintain it to completion. In this case, proper speech etiquette can be defined as the rules on how to structure, word, order, personality, and applicability of what one says in different situations. The etiquette of speech is very broad in its scope and can include aspects such as greetings, requests and apologizing, the behaviors in various circumstances, the modes of treatment, properties of polite intonation and so on. Etiquette in speaking to others is an interdisciplinary subject, which builds on a variety of humanities disciplines, among them language and cognition, cultural theory and history, ethnography, country studies, psychology, etc. The study of speech etiquette could alternatively be applied to the view of language norm. Guidelines on how to speak, thus, are implied in the notion of culturally acceptable and normalized speech.

III. REVIEW OF LITERATURE

Panggabean, Hanna. (2024) Using technology to teach high school seniors English has many advantages and disadvantages. This study investigates the ways in which technology can be used to facilitate individualized learning, increase engagement, accessibility to authentic material and collaborative efforts. The digital divide, lack of teacher training, digital literacy, teaching about data privacy, not desiring to change, and balancing digital and face-to-face communication are some of the key issues that are discussed. The findings indicate that the issues associated with applying technology in enhancing English language skills and creating a conducive learning environment that can suit all learners require a holistic approach to handle them.

Siminto, Siminto. (2023) The language is an extremely significant aspect of learning and development as an individual. All in all, technology has significantly influenced the topic of education. The main aim of this project is to explore the place of technology in enhancing language competency in the classroom. Data will be analyzed and explained using information and textual resources available in numerous sources, and the approach used in the study will be a literature review, so the qualitative methodology will be utilized. The researchers used content analysis, theme



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analysis, coding, constant comparison analysis, synthesis, and triangulation as some of the methodologies to analyze the data. The former resulted in the identification of the themes and patterns within the literature, whereas the latter simplified the framework. The findings indicate the significance of technology in assisting children to develop language skills in the classroom. Nowadays children can sharpen their language knowledge in a variety of ways. They can also apply technology in classroom, adaptive learning, learning applications operating technology among other useful access to learning materials.

Rispatiningsih, Dwi. (2022) Teachers face a lot of problems in today's schools. This means that teachers need to change the way they educate to keep up with the times. One way that modern teachers, especially English teachers, may deal with these problems is by learning how to use technology. After that, the study will employ descriptive qualitative research. The data utilized in this inquiry were derived from previous investigations and those that remain pertinent to the subject matter. The findings of this study suggest that multimedia technology may increase students' interest and motivation in learning English. The easiest approach to achieve this is to provide students unfettered access to all the course materials and information they need. There are still certain things to keep in mind while using technology in the classroom, but children may learn a lot from it if teachers know how to utilize it correctly.

Kasapoglu, Pinar. (2010) The objective of this qualitative case study was to examine the strategies employed by international students at Eastern Michigan University to utilize technology tools designed to improve their proficiency in the English language and other pertinent skills. The exact research question that this study is based on is "How much do international students use technology to practice English language and communication skills on their own, outside of the structure of ESL classes?" By asking them about how often they use technology and what they want to use it for, I was able to learn more. The replies and interview data from six respondents in this article help us better understand the research topic. According to the results of this study, kids use digital tools for many things in their daily life, especially for school. More proof shows that both kids and teachers may benefit from using technology in the classroom since it makes things faster, easier, and more useful.

IV. RESEARCH METHODOLOGY

Research Design

The research design in the study is an empirical design.

Sampling Technique

This study uses a simple random sampling method in this study.

Sample of the Study

A sample size of 320 students of government school of West Bengal is selected.



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Data Collection

The primary information used to carry out the research is gathered using a structured questionnaire. The survey may be created to generate data about numerous different factors of the technology-based interventions and the capability of students to communicate and speak English. These involve the difficulties that the students face during the process of learning the language, the nature and the frequency of technology that the students can use, how the students feel that technology can help them improve their communication skills, and the effect of technology on their performance in academics and in their career.

Data Analysis

The analysis of the data obtained in the survey was performed by descriptive statistics and One-Way Analysis of Variance (ANOVA). We performed One-Way ANOVA to determine whether the views of people regarding the effectiveness of various technologies products varied significantly.

V. DATA ANALYSIS AND INTERPRETATION

Table 1: Gender of The Respondents

Particulars	Frequency	Percentage
Male	165	51.6%
Female	155	48.4%
Total	320	100%

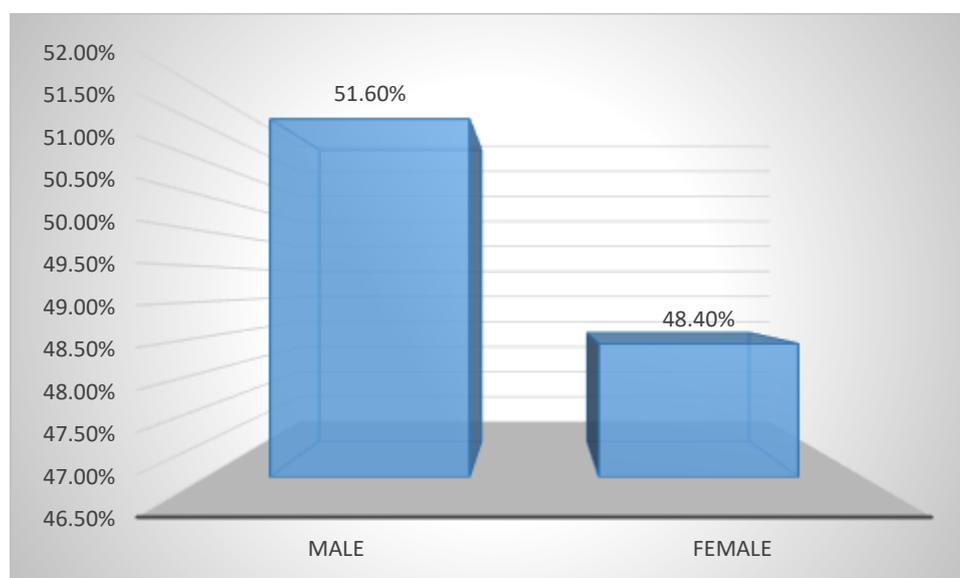


Figure 1: Gender of the Respondents

The distribution of responders by gender is seen in Table 1. Of the 320 pupils that participated, 155 (or 48.4%) are female and 165 (or 51.6%) are male.



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Table 2: Age of the Respondents

Particulars	Frequency	Percentage
13–14	188	58.75%
15–16	132	41.25%
Total	320	100%

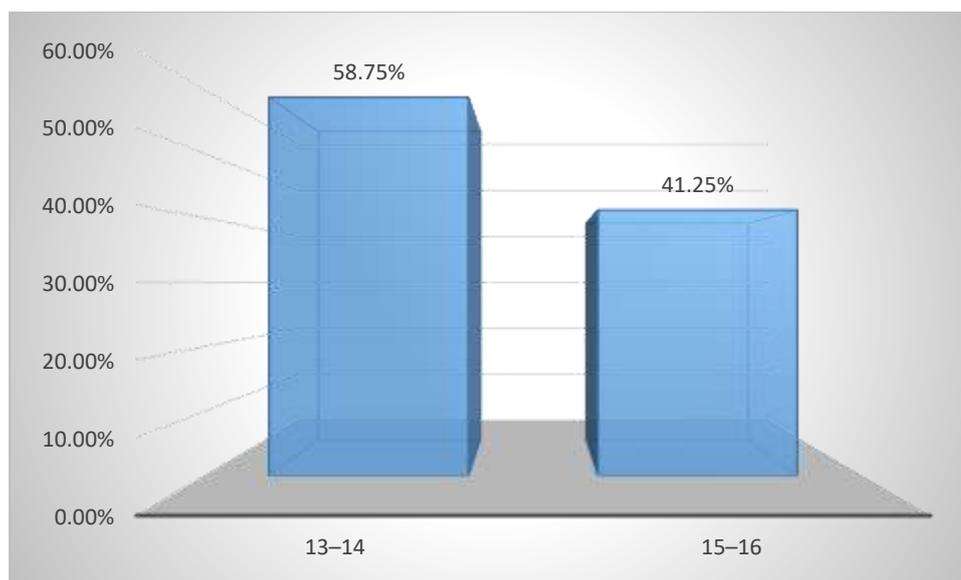


Figure 2: Age of the Respondents

Table 2 shows that out of 320 responses, 132 pupils (41.25% of the total) are between the ages of 15 and 16, while 188 students (58.75%) are between the ages of 13 and 14.

Table 3: Students Facing Difficulties in Acquiring English Communication Skills

Particulars	Frequency	Percentage
Limited exposure to English-speaking environment	96	30.0
Lack of motivation or interest in learning English	64	20.0
Inadequate English language proficiency	80	25.0
Insufficient opportunities to practice English communication	48	15.0
Other factors	32	10.0
Total	320	100%



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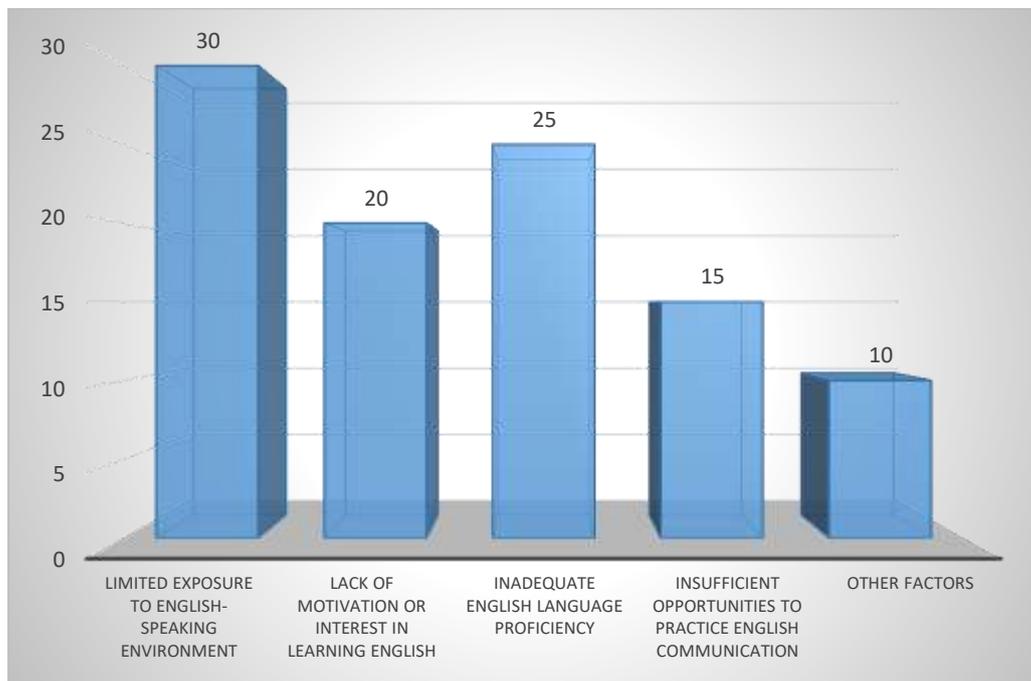


Figure 3: Students Facing Difficulties in Acquiring English Communication Skills

The above table presents the most frequent challenges that are faced by students during the attempt to enhance their English communication skills. A third (30) of students reported a lack of exposure to English speaking settings to be their greatest challenge. About a quarter of the respondents responded that they did not know much English to speak proficiently, and 20 percent said they do not care much to study. Further, 15 percent of students reported that they lacked adequate opportunities to speak the English language, and 10 percent of students reported that they were being influenced by other factors in their academic performance.

Table 4: Use of Technology to Enhance English Communication Skills

Particulars	Daily	Weekly	Monthly	Never
Online dictionaries	45.0	25.0	20.0	10.0
Language learning apps	35.0	30.0	20.0	15.0
Social media in English	20.0	25.0	30.0	25.0
Video conferencing for language practice	10.0	20.0	30.0	40.0



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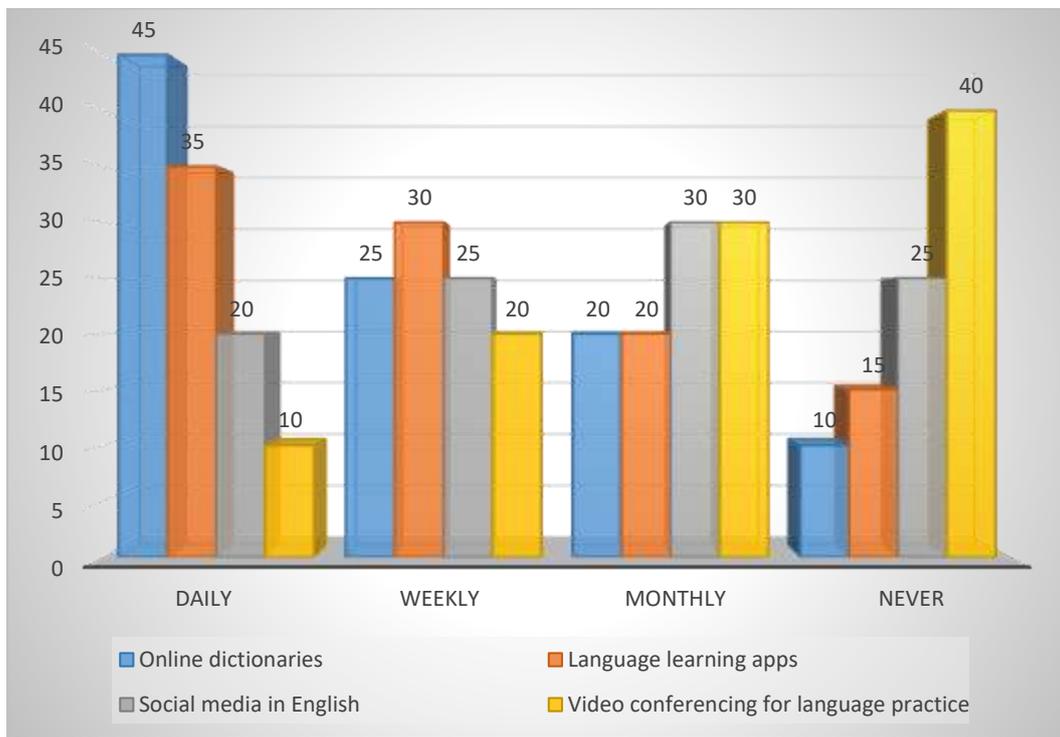


Figure 4: Use of Technology to Enhance English Communication Skills

Table 4 represents the frequency of use of the different technology tools by the students to enhance their communication skills in English. Having 45 percent using them daily, and 25 percent using them once a week, it is apparent that the most common tool that students use is online dictionaries. Additionally, 35 percent of students make use of language learning applications at least once a day and 30 percent of students make use of the applications at least once a week. Conversely, one out of three students has utilized social media at least once every month and one third of all students never uses social media at all to assist in studying English language. Only 40 percent of students use video conferencing to do language work, and even less use it on a daily basis.

Table 5: Effectiveness of Technology in Improving English Communication Skills

Particulars	Very Effective	Somewhat Effective	Not Very Effective	Not at All Effective
Online dictionaries	40.0	35.0	15.0	10.0
Language learning apps	30.0	35.0	25.0	10.0
Social media in English	20.0	30.0	30.0	20.0
Video conferencing for language practice	10.0	20.0	40.0	30.0



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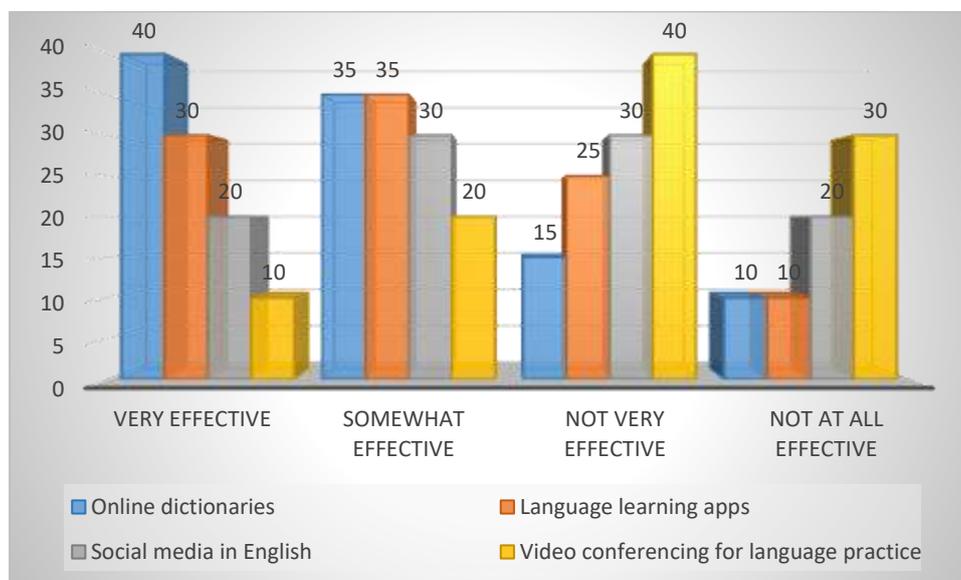


Figure 5: Effectiveness of Technology in Improving English Communication Skills

Table 5 displays the students' opinions on how well different technology resources enhance English language proficiency. Based on the ratings given by 40% of students as very effective and 35% as fairly effective, it appears that online dictionaries are the most effective tool. A third of people think they are extremely successful at learning a language, while another third think they are fairly effective. A sizeable minority, however, views them as ineffective (25%). While a small percentage (20%) see social media as highly effective, a bigger percentage (30%) sees it as moderately effective, and 30% see it as not very effective. Out of all the methods for practicing a language, video conferencing is considered the least useful by 40% of students and completely ineffective by 30%. A minority finds it to be quite effective.

Table 6: One-Way ANOVA for Effectiveness of Technologies in Improving English Communication Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-value	p-value
Between Groups	2.184	3	0.728	5.62	0.002
Within Groups	41.280	316	0.131		
Total	43.464	319			

The statistical analysis of variance (ANOVA) reveals that the F-value (5.62) is noteworthy at $p < 0.05$, suggesting that various technology instruments employed to enhance English communication abilities differ significantly in their efficiency.



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VI. CONCLUSION

The power of a person to communicate himself or herself is more than just words. Verbal communication has instructions on how to send and receive messages. Communication skills are immensely useful to people in all walks of life such as students, teachers, employees among others. Individuals, who have the ability to read cues and react rightly to them, tend to be more successful at the workplace. Without the right speech etiquette, it is nearly impossible to start, maintain or complete a conversation. Based on the speech etiquette norms in this culture, the statements have to follow certain rules regarding their structure, content, context, and nature.

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