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Technology-Enhanced Teaching Strategies for Simple Past Tense: A Study with Year 3 Pupils

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Abstract

Technology has been considered an essential element in Malaysia's progression toward its future growth. In the Education Blueprint (2013–2025), the Ministry of Education places a strong emphasis on the necessity of incorporating technology-integrated teaching and learning into the national curriculum system. Meanwhile, because of technological developments, teachers will be able to fulfill the global demand for substituting traditional teaching methods with teaching and learning resources that integrate technology. Currently, in the field of English language teaching, technology-integrated learning always has the most effective results. Therefore, the aim of this research is to investigate the effectiveness of technology-integrated learning in the teaching of simple past tense to Year 3 pupils. The primary objectives of this research project are to compare the effectiveness of teaching the simple past tense to Year 3 pupils using technology-integrated learning versus traditional methods, to assess how well Year 3 pupils grasp the simple past tense after utilizing technology-integrated learning, and to explore how technology-integrated learning enhances Year 3 pupils' interest in learning the simple past tense. The results show that using technology-integrated learning to teach grammar to Year 3 pupils, particularly the simple past tense, is an exceptionally efficient and effective method.

Keywords: Effectiveness, Technology-Integrated Learning, Simple Past Tense, Year 3 Pupil

Introduction

The rapid progression of technological advancements has significantly transformed various aspects of human life, including education. In recent years, the prevalence of technology has permeated everyday conversations and become a focal point for innovation and development. This is largely due to its widespread adoption across diverse fields, underscoring its critical role in shaping modern society. Ghavifeqr and Rosdy (2015) highlight that technology serves as a medium for effective communication and information exchange, which holds significant implications for education.

In the educational landscape, technology-integrated learning has emerged as a transformative approach, enabling educators to design and deliver lessons that are not only effective but also engaging and interactive for students. Renita Maeta Safwan et al. (2023) emphasize that such approaches enhance lesson planning and delivery, fostering captivating learning experiences. The integration of technology in education has revolutionized traditional pedagogical practices, aligning with the objectives of the Industrial Revolution 4.0, which places a strong emphasis on education reform to meet 21st-century demands. According to Hashim et al. (2019), these reforms aim to reshape teaching methods to cultivate well-rounded individuals prepared for the challenges of the modern world.

One critical area in need of innovation is the teaching and learning of grammar, a fundamental aspect of language acquisition. Grammar, as defined by Arip (2023), involves a set of linguistic rules that enable individuals to use language effectively and meaningfully. The ability to apply grammar rules accurately is directly linked to a learner's proficiency in communication. However, traditional grammar teaching methods often fail to engage students or foster a meaningful connection to their practical application. This necessitates a shift toward technology-driven instructional strategies to enhance motivation and interest in grammar learning.

The study of technology-integrated learning in grammar instruction is, therefore, crucial. It addresses the growing need to adapt teaching methods to align with contemporary educational trends and student preferences. By exploring this area, educators can identify effective strategies to leverage technology for fostering better grammar comprehension and application, ultimately contributing to more dynamic and engaging learning environments.

Problem Statement

The study of technology-integrated learning in the teaching of grammar is significant for multiple stakeholders, including educators, students, curriculum developers, and policymakers. For educators, this study provides valuable insights into innovative instructional approaches that can make grammar lessons more engaging and effective. By integrating technology, teachers can adopt strategies that cater to diverse learning needs, thus enhancing their pedagogical effectiveness and fostering a more interactive classroom environment.

For students, the study addresses the challenges associated with traditional grammar learning, such as lack of interest and disengagement. By leveraging technology, students are more likely to develop a deeper understanding of grammar concepts, improve their language proficiency, and apply grammatical rules in meaningful contexts. This, in turn, can boost their confidence and overall communication skills, which are critical for academic and professional success.

For curriculum developers, the findings of this study can inform the design of educational programs and resources that incorporate technology as a key component of language instruction. By understanding the impact of technology on grammar learning, curriculum designers can create content that is aligned with modern teaching methodologies and 21st-century learning objectives.

For policymakers, this study underscores the importance of investing in technological infrastructure and teacher training programs to support technology-integrated learning. The findings can help shape educational policies that promote the use of innovative tools and techniques in language instruction, contributing to the broader goals of the Industrial Revolution 4.0 and sustainable development in education.

Overall, this study bridges the gap between traditional and modern teaching practices, highlighting the transformative potential of technology in enhancing grammar instruction. It is particularly beneficial in equipping students with the language skills necessary for effective communication in a rapidly evolving, technology-driven world.

Research Questions

a) What is the impact of technology-integrated learning in the teaching of the simple past tense among Year 3 pupils compared to traditional learning methods?
b) How does technology-integrated learning affect Year 3 pupils' overall proficiency in the simple past tense?

Scope of Study

This study investigates the effectiveness of technology-integrated learning in teaching the simple past tense to Year 3 pupils. It will utilize various educational tools like Kahoot, Quizizz, YouTube videos, and live worksheets to cater to different learning styles. The research will assess pupils' preferences, proficiency, understanding, and participation in technology-based learning. Data will be gathered through pre-tests, post-tests, questionnaires, and interviews to evaluate learning outcomes and gather insights into pupils' experiences. Ethical considerations will be observed, with consent obtained from participants. The findings aim to enhance understanding of technology's role in language learning.

Literature Review

In the context of the rapid developments in technology, it is of the utmost importance to incorporate technology into current learning environments. In addition, the implementation of technology-integrated learning in the classroom makes the process of learning the simple past tense more engaging for pupils, which leads to better learning outcomes. On the other hand, technology-integrated teaching continues to show positive results in terms of improving learning objectives for teachers. The purpose of this research study is to investigate and explore previous research studies related to the effectiveness of technology-integrated learning in language learning, especially when it comes to learning grammatical structure, focusing on primary school pupils. The objective of this research project is to investigate how the implementation of technology-integrated learning will enhance the learning outcomes of pupils and further their comprehension of their language proficiency, particularly in the simple past tense.

Technology-Integrated Learning in Language

Technology integration means the implementation or incorporation of technology resources, materials, and tools into any sector or activity to improve the process and productivity to achieve the desired goals. According to Consoli et al. (2023), the term "technology integration" refers to the process of transforming or improving teaching and learning practices through the use of specific technology-related approaches. This refers to the

importance of using technology to support pedagogical aims and aligning technology use with the language learning context. On the other hand, technology-integrated learning focuses on the role of aligning technology use with various aspects of the educational context, including teaching strategies, learning outcomes, and assessment (Consoli et al., 2023).

Meanwhile, Amir (2019), in his research paper, “The Role of Educational Technology in the ESL Classroom," addresses how technology can be used to assist in the teaching of languages. Furthermore, he discusses the importance of technology in terms of improving the quality of language learning for pupils, especially in the context of teaching English as a second language. Additionally, technology-integrated learning can be defined as the purposeful adoption of technology-related resources and tools with the intent of enhancing language teaching, activity in the classroom, and evaluation (Amir, 2019). Specifically, he also highlights how the use of technology in education continues to develop and how this is influencing the process of language acquisition, particularly how essential it is for teachers to make use of technology to support pupils in learning languages both inside and outside of the classroom. The purpose of integrating several types of technology-integrated resources into the process of language learning is to improve and support the learning of language skills. The research paper also highlights digital resources, such as language learning apps, online learning platforms, digital storytelling tools, interactive worksheets, and educational videos, that can be integrated into language learning.

Second Language Acquisition Theories and Technology

Learning a language is a process that is not only challenging and complex but also influenced by a variety of factors and variables. Learning a language is a process that involves cognitive, social, and emotional factors (Yang, 2021). Meanwhile, according to Yang (2021), learning a language is a dynamic process that involves more than just remembering words and rules of grammar. It also involves understanding and using cognitive processes like memory, focus, and problem-solving. Additionally, interpersonal interactions and emotions can influence how people learn a language. There are various theories of second language acquisition that describe how people learn and get better at a new language when learning a second language. Theories such as Krashen's input hypothesis, Vygotsky's sociocultural theory, and other relevant theories contribute to a better understanding of how people learn languages. It is important for teachers to have a good understanding of these theories to make sure the language learning process is carried out effectively.

In the realm of education, constructivism is a crucial theory, especially in the context of technology-integrated learning. According to Aldoobie (2015), constructivism states that pupils learn by developing upon their prior knowledge and experiences. In the context of language learning, this refers to pupils using their current knowledge to learn new languages and, at the same time, improving their language proficiency. Teachers can provide pupils with the opportunity to use various digital resources that enhance their language learning and strengthen existing skills by using technology-integrated learning approaches. Meanwhile, constructivism is based on the idea that learning should be meaningful to the pupils. The concept of meaningful learning stresses that learning is not solely dependent on what the teacher says but also on how actively pupils participate in the learning process. In addition, pupils can develop their language skills and understanding concepts in a more meaningful and long-lasting way by working together on activities and being involved in interactive exercises

in the classroom. Therefore, technology-integrated learning can be provided for collaborative learning among the pupils by giving them a chance to use online learning resources that enable them to work together on language learning and give feedback to one another to improve their language proficiency (Aldoobie, 2015).

Educational Technology Tools for Language Learnin

In the field of education, technology is used to ensure that the process of teaching and learning happens effectively. In the process of learning, people all over the world believe that technology makes learning easier and more efficient, and Malaysia is one of the countries that has been implementing this idea for quite some time now. There are several types of technology used in a language class. Currently, most of the teachers are able to use the basic and commonly incorporated technology applications such as Microsoft Word and Microsoft PowerPoint. The teachers could use their teaching resources with the right equipment, like LCD projectors and laptops, in their classrooms (Elbanna, 2022). Meanwhile, according to Annamalai (2021), during the COVID pandemic, most of the teachers were exposed to modern technologies that were incorporated into learning, which are Google Classroom, Zoom Meet, Google Meet, and Padlet, which is a virtual teaching and learning platform. Apart from that, learning applications in game forms such as Kahoot, Quizizz, Word Wall, and many more were implemented in the teaching and learning methods to attract pupils' attention (Boonmoh et al., n.d.).

Bikowski (2018), stated in his study paper Technology for Teaching Grammar that teachers have started exploring technology to assist them in overcoming the challenges of teaching grammar from a semantic and interactive perspective, as well as to help them teach English more effectively and efficiently. He added that these technologies can be as low-tech as audio recorders, as high-tech as speech recognition, virtual reality devices, and, in the future, even more, sophisticated options like digital gaming and gesture-based gadgets. Additionally, teachers may include interactive technologies, which are commonly referred to as Web 2.0 technologies, such as blogs and Wikipedia pages. At the same time, Bikowski (2018) also addresses the use of various technological tools in the context of grammar learning. According to him, these tools are crucial for enhancing language acquisition because they provide interactive learning opportunities and promote effective grammar teaching. Two examples of automated writing evaluation tools that are highlighted are Grammarly and Criterion. These tools are recognised due to their ability to assist pupils in checking their grammar and structure before submitting their assignments. These tools combine natural language processing and intelligent computer-assisted language learning to provide immediate feedback on writing tasks, enabling pupils to enhance their writing skills.

On the other hand, teachers can use digital flashcards and grammar-based games as efficient teaching strategies in classrooms with limited resources. These resources provide interactive and engaging learning approaches that allow pupils to practise vocabulary, grammar concepts, and language structures. Pupils can enjoy and interact with their learning process while using digital flashcards and games. This makes learning grammar more fun and interesting for pupils who are learning in environments with limited resources (Bikowski 2018). Meanwhile, the processes of teaching and learning have undergone significant changes due to developments brought about by information and communication technology. Presently, pupils are actively participating in a learning environment that is both interactive

and collaborative. This is in contrast to the traditional classroom setting, in which pupils were expected to be passive learners (Roshan et al., 2022). Today's technology, including laptops, smartphones, tablets, animated videos, and interactive online education applications, has opened up new ways to teach and deliver content to pupils. Roshan et al. (2022) discussed how smartphone applications for interactive language learning have become popular due to their accessibility and user-friendly features. These applications contain vocabulary drills, interactive exercises, and other language practice activities suitable for learners of all skill levels. Research shows that pupils can enhance their vocabulary, grammar, and pronunciation through the use of language-learning applications.

In summary, educational technology tools have significantly boosted pupils' language proficiency. Engaging resources like language apps, Google Classroom, and Grammarly make learning more effective and enjoyable. Integrating technology into language classes creates an interactive, collaborative environment that enhances motivation and skill development. Both teachers and pupils can benefit from these technology-based resources, which continue to improve language learning.

Pupils' Engagement and Motivation

Technology can increase pupils' engagement at the primary, secondary, high school, and college levels when teachers intentionally give pupils the opportunity to use technology resources in a mixed-learning environment. According to Bond and Bedenlier (2019), incorporating technology in the classroom promotes self-management, motivation, interpersonal relationships, interpersonal interaction, teamwork, and a positive attitude toward learning. Technology is increasingly being incorporated into Australian schools in an effort to provide pupils with a personalised and enjoyable learning environment (Kwok, 2020). The continued development of educational technology drives the growth of the Digital Education Revolution. Technological developments such as innovative computer programs, games, virtual reality, and other innovations allow for better pedagogy and create more engaging learning environments for pupils. There is definitely a rise in the use of technology in education. This century has seen a sharp rise in the use of technological devices, according to an ACER report. A greater percentage of Australian pupils have access to a computer at home, up from over 91% in 2000 to over 99% in 2020. Over that period, the proportion of people with Internet access rose from 67% to 99% (Kwok, 2020)

According to Kwok (2020), in 2017, the Australian government reported that primary schools used computers the most to help pupils develop focused learning skills. The number of pupils using computers increased as they got older. Furthermore, Bolden (2019) investigated the technology teaching resources used in secondary school English classrooms. It revealed that these resources were primarily used to practise and learn basic skills such as writing, reading, and grammar, as well as to create texts, interact with others, and conduct research. Meanwhile, English language learners in dual language programs are required to study subjects in two languages; therefore, technology can assist pupils in examining cognates and comprehending the context of written material in various languages by offering them auditory tools. Pupils' engagement levels have a significant impact on their motivation throughout the learning process. Pupils are more likely to succeed in their endeavours if they are more driven to learn. Parental participation, teacher motivation and effectiveness, and efficient use of technology are just a few of the many elements that affect pupils' motivation.

Pupils can be engaged in learning in a stimulating classroom environment that is created with the use of technology (Wishart & Blease, 1999).

The creative use of technology in the classroom enhances teaching and learning. Additionally, the use of pictures in the classroom enhances pupils' learning, and visuals improve pupils' capacity to organise and comprehend information. It is also possible to push pupils to think at a level that calls for higher order thinking abilities by using visuals. Finally, technology allows teachers to modify their lessons to meet the needs of pupils with different learning styles, particularly in language subjects like English, by utilising a variety of resources. It is important to understand the difference between engagement and participation. Pupils can participate in class even if they have little interest in the material being taught (Kwok, 2020). Even though they might raise their hand and respond to questions with knowledge, it doesn't always indicate they have considered the subject matter. For example, in a mathematics lesson, pupils may be skilled at solving problems quickly using a formula, but they may not understand the reasoning behind the formula's effectiveness or how to apply it in a variety of situations. Pupil engagement is complicated and difficult to measure because it depends on a wide range of factors, according to the Victorian Government's Department of Education and Training (Kwok, 2020). According to Kwok (2020), educational research has identified three components of engagement. Emotional engagement includes pupils' emotional responses in the classroom and within the school community. Behavioural engagement is about pupils' participation in education, including social and extracurricular school activities in addition to academic ones, and cognitive engagement refers to pupils' commitment to their education, encompassing their drive and self-control.

Methodology

Research Design

This research project makes use of a mixed methodology that incorporates both qualitative and quantitative approaches to data collection. The implementation of a mixed methods approach supports the purpose of collecting data that is comprehensive, reliable, and valid while maintaining the study's objectivity. The researcher selected a mixed methods approach due to the opportunity to achieve a more comprehensive understanding of the research topic. According to Renita Maeta Safwan et al. (2023), this methodology enables the combined advantages of quantitative and qualitative research methods. Consequently, the study is completed and more useful.

This research study aims to investigate the effectiveness of technology-integrated learning in the teaching of the simple past tense among year 3 pupils. The data for this research project was collected through both pre-and post-tests, questionnaires, and interviews. This study's mixed-methods research methodology aims to provide a comprehensive and deep understanding of the topic. Furthermore, implementing multiple data collection methods not only strengthens the evidence for the interventions but also enables an in-depth and precise evaluation of the research question.

Area of Study

The research study will be carried out in a primary school, with a specific focus on Year 3 pupils. The research study will be conducted in a primary school environment, specifically

with 9-year-old pupils, where the simple past tense will be taught to them at a foundational level as an essential part of grammar learning.

Sample Size

The purpose of this research is to investigate the effectiveness of technology-integrated learning in the teaching of simple past tense for year 3 pupils, and the sample size for this research study involves 35 pupils from a class. This decision was made because working with a single class is more practical and efficient, and at the same time, managing one class is easier for the researcher.

Research Instrument

This research utilized pre- and post-tests to evaluate the effectiveness of technology-integrated learning in teaching the simple past tense to Year 3 pupils. Initially, a pre-test consisting of 20 questions (10 multiple-choice and 10 verb conjugation tasks) was administered to assess pupils' prior knowledge and understanding of the simple past tense under traditional teaching methods. After implementing a technology-integrated learning approach using tools like Quizizz, Kahoot, and digital worksheets, a similar post-test was conducted. The results from the pre- and post-tests were compared to measure the impact of the intervention. Additionally, interviews were conducted with six pupils, selected based on their test performance, to gain qualitative insights into their experiences with the technology-integrated approach. The findings from both the tests and interviews were compiled into a comprehensive report, providing a detailed analysis of how technology-enhanced learning influenced pupils' mastery of the simple past tense.

Data Analysis Procedure

The collected data was analysed using suitable manual methods for both quantitative and qualitative data to obtain a significant outcome regarding the effectiveness of technology-integrated learning in teaching the simple past tense. This study involves analysing the data through the following steps:

Pre-Test and Post-Test Analysis

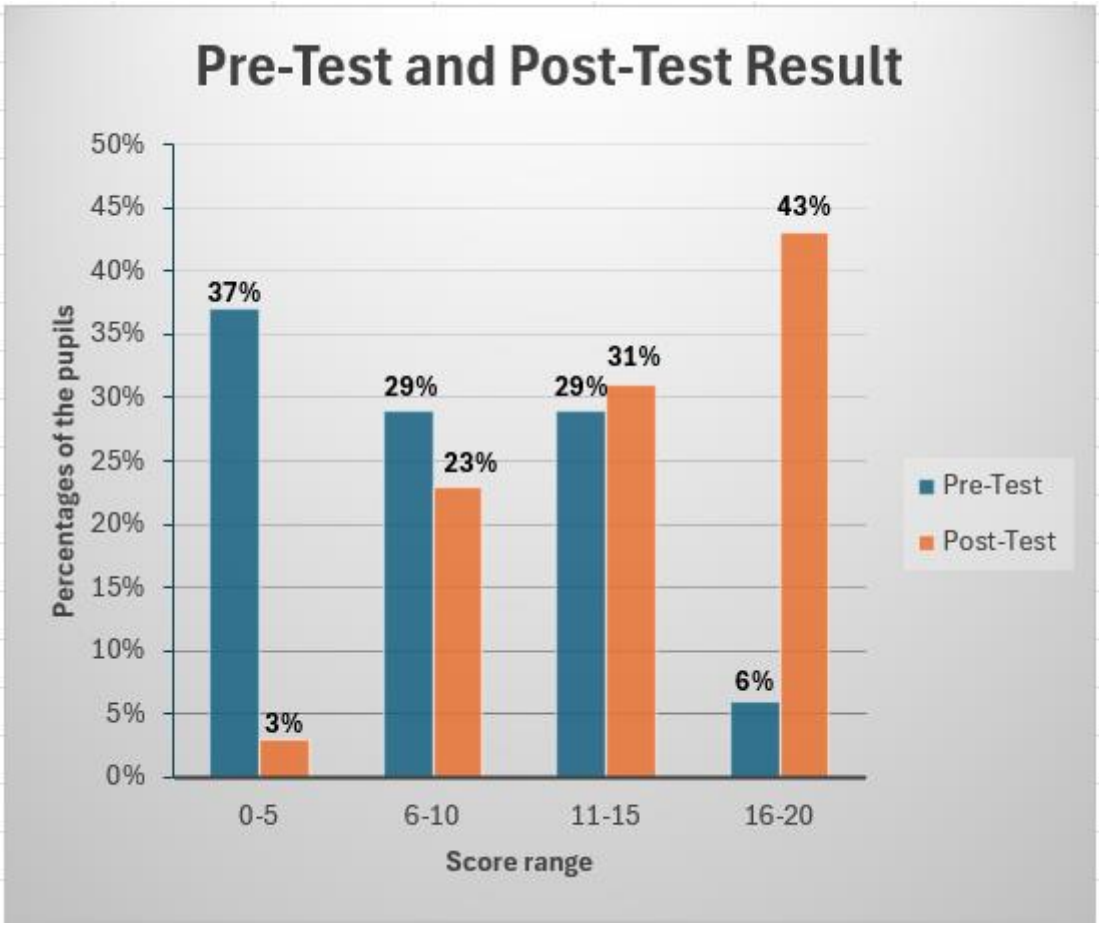
Descriptive statistics were applied to analyse the pre- and post-test scores. The task involved determining the range of test scores that pupils obtained before and after the intervention. The test results were displayed on graphs to show the disparities in the effectiveness of technology-integrated learning before and after the simple past tense was taught.

Interview Analysis

The interview was carried out with six pupils, who were chosen based on the results of the pre-test and the post-test. The pupils were selected based on the high, intermediate, and low range of marks they got on the test. This will provide an in-depth analysis of the pupils' understanding and outcomes regarding the effectiveness of technology-integrated learning in the simple past tense. The answers from the pupils were used to interpret and explain the findings of this qualitative study.

Findings and Discussions

The results for Pre-Test and Post-Test Analysis are has shown as below:



According to the analysis results in Graph 1, both the pre-test and the post-test showed that pupils' proficiency in the simple past tense had improved due to technology-integrated learning. In the process of learning simple past tense, pupils used a wide range of technological resources, including Kahoot, Quizizz, educational videos from YouTube, and live worksheets. As a consequence of this, it is noticeable that the post-test results were better than the results of the pre-test, which shows that the technology-integrated learning method was successful. Furthermore, after technology-integrated learning was implemented, the percentage of pupils who scored between 16 and 20 increased significantly from 6% in the pre-test to 43% in the post-test. On the other hand, the percentage of pupils scoring in the lower ranges of 0–5 and 6–10 dropped significantly. The percentage of pupils scoring dropped from 37% to 3% and from 29% to 23%, respectively. This indicates that technology-integrated learning had a positive impact on the teaching of the simple past tense.

In conclusion, the data collected emphasises the positive effects of technology-integrated learning among Year 3 pupils, including increased interest in the lesson and improved proficiency in the simple past tense.

Interview Findings

The results below shows the findings of the interview questions.

On the other hand, six pupils in Year 3 were interviewed to find out their opinions regarding language acquisition and how technology has affected their ability to learn the simple past tense. These pupils, who were chosen based on their test results, provided the researcher with intriguing data for investigating how well technology-integrated learning methods compare to traditional approaches. The interview questions were created in accordance with the research objectives and questions.

Research Objective 1: To investigate the impact of technology-integrated learning in the teaching of the simple past tense among Year 3 pupils compared to traditional learning methods.

Research Question 1: What is the impact of technology-integrated learning in the teaching of the simple past tense among Year 3 pupils compared to traditional learning methods?

Question 1: Do you use technology to learn the simple past tense in English class? Could you give some examples of technology-integrated learning?

This investigation was carried out to determine the effect that technology-integrated learning has on learning the simple past tense. It was discovered that all Year 3 pupils who were interviewed stated that their English class used technology to learn the simple past tense. The pupils talked about several technology-integrated learning approaches that they have used to learn the simple past tense. Following that, pupils shared some examples of technology-integrated learning tools that they used in the classroom, such as Kahoot, Quizizz, educational videos from YouTube, and live worksheets.

Question 2: What is your favourite method of learning? Do you like to learn with traditional methods like textbooks and activity books, or interactive activities with technology like Kahoot, Quizizz, learning videos from YouTube, and live worksheets? And why?

All of the participants stated that they preferred technology-related learning when comparing their preferred methods of learning, especially when compared to traditional approaches like textbooks and activity books and technology-integrated approaches like Kahoot, Quizizz, learning videos from YouTube, and live worksheets They like learning with technology because they see it as more enjoyable, engaging, and exciting compared to traditional methods.

Research Objective 2: To identify Year 3 pupils' overall proficiency in the simple past tense after implementing technology-integrated learning.

Research Question 2: How does technology-integrated learning affect Year 3 pupils' overall proficiency in the simple past tense?

Question 3: Do you think that using technology-integrated learning in the classroom makes it easier to learn the simple past tense?

Year 3 pupils were asked if they thought it was easier to learn the simple past tense when technology was used to learn in class. They all said yes. The pupils all agreed that using technology to learn the simple past tense made it easier for them to understand and master it. Technology helped them understand better, kept them interested, and made it easier for them to learn simple past tense.

The pupils expressed that utilising technology for learning simple past tense is engaging and easily comprehensible and it shows that the learning process will be stimulating and pleasurable. The positive feelings related to interest can boost motivation and concentration in language lessons, which could enhance the learning outcomes.

Question 4: On a scale from 1 to 5, rate how much you like using technology to learn about the simple past tense.

In general, all respondents showed their utmost choice for technology at a level of 5. This information was crucial to determining the preferred method of learning for Year 3 pupils regarding the simple past tense and to investigating the impact of technology-integrated learning on their simple past tense proficiency.

The pupils' perfect rate of 5 meant that they were very happy and enjoyed using technology to learn the simple past tense. Their preference for technology-integrated learning proved how effective and beneficial it was in helping them understand and remember the simple past tense. The pupils' positive views towards technology in the classroom indicated that technology resources were essential to ensuring that pupils learn the language, particularly in grasping the grammatical concept of the simple past tense.

Research Objective 3: To discover how technology-integrated learning improves the Year 3 pupils' participation in learning the simple past tense.
Research Question 3: How does technology-integrated learning improve Year 3 pupils' participation in learning simple past tense?

Question 5: Do you think that using technology has improved your participation in simple past tense activities in class?

The pupils in Year 3 responded that the use of technology influenced on their participation in simple past tense activities in the classroom. This provides an essential point to keep in mind regarding the positive effects of technology-integrated learning.

The pupils said it helped them talk to their friends more comfortably about simple past tense related activities. Based on this, it seems that the interactive and collaborative technology-integrated learning activities give pupils more confidence, which allows them to participate in class discussions easily. The pupils said that group activities that used technology motivated them. Furthermore, it implies that they use technology not only as a tool for learning but also to enhance communication with their classmates. They also mentioned that participating in group activities creates a supportive and motivating learning environment that encourages everyone to get involved.

Question 6: Does using technology in class make simple past-tense activities easier?

Based on interviews with Year 3 pupils to find out how technology has changed simple past tense activities in the classroom, all of the pupils who were interviewed agreed that using technology had made grammar exercises easier to complete. This gives the research a clear picture of how technology can make simple past tense learning easier.

It is a noteworthy finding that every pupil agrees that technology makes simple past tense activities easier. According to their acceptance, it shows that the pupils have the same opinion that technology helps them learn the simple past tense.

Overall, the qualitative analysis of Year 3 pupils' interviews highlights the positive effects of technology-integrated learning on mastering the simple past tense. In their English class, pupils used technology to learn the simple past tense. They all admitted this by mentioning examples like Kahoot, Quizizz, educational videos from YouTube, and live worksheets. Their preference for technology over traditional teaching methods showed that technology-integrated approaches were more interesting, fun, and effective in improving their understanding of the simple past tense.

Moreover, the pupils said that using technology improved their understanding, participation, and involvement in classroom activities, enhancing their learning of the simple past tense. The interactive and engaging technology-integrated learning tools helped them to understand and remember grammar concepts more effectively. Additionally, the pupils gave technology-integrated learning a high rating of five, which highlights how effective and interesting it is when used to learn the simple past tense.

Finally, the qualitative results show that Year 3 pupils' ability to use the simple past tense has improved as a result of technology-integrated learning, which has made it easier for them to learn and kept them engaged. These results show that technology can be used to improve language learning and make the learning environment a more interesting place for pupils to learn and understand grammar concepts successfully.

Conclusion

This research project aims to investigate the effectiveness of technology-integrated learning in teaching the simple past tense among Year 3 pupils. As part of the research project, a combination of qualitative and quantitative methods was used to collect data and evaluate the impact that technology has on the process of learning the simple past tense.

In accordance with the quantitative findings collected through interviews, pre-tests, and post-tests, the majority of pupils preferred the implementation of technology to learn the simple past tense. They found that when they used technology to learn, it made their learning process more engaging, interesting, and effective in terms of improving their grammar skills, specifically in learning the simple past tense. The results also showed that technology-integrated learning improved pupils' confidence and participation in classroom activities, as well as their ability to remember simple past tense verbs.

Further qualitative findings from the pupils' interviews also indicated that the integration of technology to enhance learning in the simple past tense was effective. Moreover, the pupils

stated that they preferred technology-integrated learning over traditional methods because they agreed that technology makes learning the simple past tense easier, more interesting, and more enjoyable. They agreed that using technology not only enhanced their participation in classroom activities but also benefited them in understanding and recalling grammar rules. The qualitative data undoubtedly proved that technology-integrated materials such as Kahoot, YouTube videos, Quizizz, and live worksheets have the potential to attract pupils and increase their engagement and comprehension. At the end of the study, the findings of the research proved that teaching Year 3 pupils the simple past tense through technology-integrated learning is an effective approach. The results revealed that technology improves pupils' proficiency, engagement, and overall learning process.

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