

The Use of Technology and Its Impact on Second Language Learning among Chinese Undergraduate Students

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Abstract

This study explored English learners' use of various technology-based learning resources and its relation with students' perceived and actual performance. 780 Chinese undergraduate learners participated in the study. Exploratory factor analysis suggests four types of English learning resources commonly used by Chinese undergraduates: web-based learning, daily-used technology in English version, word-based learning, and entertainment learning. Regression analysis reveals that self-perceived listening, speaking, and reading skills can be best predicted by all 4 types of technologies.