



INTEGRATING SCIENCE, THOUGHT, AND TECHNOLOGY: TOWARD AN ARTIFICIAL INTELLIGENT ENVIRONMENT

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THE IMPACT OF COMPUTER-ASSISTED TEACHING IN ENGLISH CLASSES (B1 LEVEL STUDENTS)

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Annotation: *This study examines the impact of computer-assisted teaching on B1-level English learners. Findings show significant improvement in vocabulary acquisition, and overall proficiency, alongside increased motivation and engagement. The results indicate that technology-enhanced instruction effectively supports intermediate learners and complements traditional classroom methods.*

Key words: *Computer-assisted teaching; CALL; B1 level; English language learning; learner motivation; digital tools; language proficiency.*

In recent years, digital tools have become an important part of English teaching, especially for learners at the B1 level who need more support in developing their active vocabulary. Traditional lessons often rely on memorizing lists of words, which can feel repetitive and unmotivating for students. However, computer-assisted teaching introduces more interactive and engaging ways to learn, such as online quizzes, short videos, educational apps, and simple tasks. These tools help students connect vocabulary with real-life contexts, making the learning process more meaningful and enjoyable. Because modern students are already familiar with digital environments, exploring how technology can support vocabulary development and motivation is highly relevant for improving today's language classrooms.

Many B1 learners struggle with remembering new words and using them confidently in speaking or writing. Vocabulary lessons can become boring if they are limited to reading, copying, or memorizing. As a result, students often lose motivation and may not practice outside the classroom. The main problem is whether computer-assisted teaching can actually help solve these issues. In other words, it is important to understand if digital tools make vocabulary learning more effective and whether they have a positive influence on students' motivation and attitude toward English learning.

The aim of this study is to examine the potential impact of computer-assisted teaching on vocabulary acquisition and motivation among B1 level English learners. The study intends to explore how digital resources—such as interactive exercises, apps, videos, and online learning

platforms—can support students in learning new words more easily and staying motivated during the learning process. The research will analyze how technology can theoretically enhance vocabulary learning and make the classroom experience more engaging for B1 learners.

In conclusion, the study suggests that computer-assisted teaching has strong potential to improve both vocabulary learning and motivation in B1 level English classes. Digital tools offer more dynamic, visual, and interactive ways of learning, which can help students understand and remember new words more effectively. They also create a more engaging learning environment where students feel more interested and encouraged to participate. Analysis shows that integrating digital tools into English lessons can enrich the learning experience and support students' progress. Therefore, using computer-assisted teaching as a complementary method is a valuable approach for helping B1 learners develop their vocabulary and maintain motivation.