

POSTGRADUATE STUDIES – SECOND CYCLE

**“The use of technology for vocabulary learning: A case study from the primary school
“AbedinRexha” in Skenderaj/Kosovo”**

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Declaration of Authorship

I hereby certify that this thesis has been composed by me and is based on my own work, unless stated otherwise. No other person's work has been used without due acknowledgement in this thesis. All references and verbatim extracts have been quoted, and all sources of information, including graphs and data sets, have been specifically acknowledged.

Date:

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Signature:

Laura Zekaj

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Abstract

The development of technology has had a great impact on the way we teach, especially on language teaching. Every country tries to improve its educational system by using modern strategies; it is an issue in Kosova where technology use is part of the new curricula too. Teaching with technology changes the teaching and learning environment both for teachers and students. So, this thesis tries to examine if the use of technology to teach English vocabulary in primary school is beneficial and effective for students proficiency as second language learners. To measure the objectives mentioned above, a quantitative and qualitative methods are applied. In order to find out if computer technologies (in this case PowerPoint presentation, online games and videos) are beneficial and used in a proper way in primary schools of Kosova for the purpose of teaching English vocabulary; an experiment to compare teaching with and without these technologies has been done in the “AbedinRexha” primary school in Skenderaj/Kosovo. Parts of the experiment are 5th graders who have elementary level of English proficiency. The aim of this experiment is to examine if CALL (Computer Assisted Language Learning) helps students development of vocabulary.

Students were separated in two groups, controlled and experimental group. Fifty students were part of the controlled group while fifty others in the experimental one. The controlled group was taught through traditional practices such as activity-based lessons, memorization and translation into native language while the experimental group was exposed to the same vocabulary but through computer technology and presentations, online games or videos. The duration of the study was eight weeks and the sessions were conducted two days a week. After the practicing sessions, students filled a questionnaire which is aimed to highlight their opinion toward technology use and its effectiveness. Also an interview with English teachers about their perspective and opinion toward technology use as a facilitative use was held and analyzed.

The findings of this study are expected to contribute to the successfulness of the English teachers and ESL students of Kosovo and improve the way on how they teach and learn vocabulary.

Keywords: *vocabulary, computer technology, benefits, students...*

Abstrakti

Zhvillimi i teknologjisë ka pasur ndikim në mënyrën se si ne mësojmë, veqanarisht mësimi i gjuhëve. Gjdo vend është duke provuar të përmisoj sistemin e edukimit duke përdorur qasje moderne; kjo është një qështje në Kosovë gjithashtu ku përdorimi i teknologjisë është pjesë e kurrikulës së re gjithashtu. Mësimdhënia me teknologji ndryshon mjedisin e mësimdhënies dhe mësimnxënies për të dy palët, si për mësuesit ashtu edhe për nxënësit. Kështu që ky punim përpiket të shqyrtojë nëse përdorimi i teknologjisë për mësimdhënien e fjalorit të gjuhës angleze në shkollën fillore është i dobishëm dhe efektiv për zotësimin e gjuhës së dytë për nxënësit. Për të matur objektivat e lartë përmendura, është zhvilluar një hulumtim kualitativ dhe kuantitativ. Në mënyrë që të dihet nëse teknologjia (në rastin tim prezantimet me PowerPoint, lojërat online, dhe videot) janë të dobishme dhe përdoren në mënyrë të duhur në shkollat fillore të Kosovës me qëllim të mësimdhënies së fjalorit të gjuhës Angleze, një eksperiment për të krahasuar mësimdhënien me dhe pa teknologji, i cili është bërë në shkollën fillore “Abedin Rexha” në Skenderaj/Kosovë, pjesë e eksperimentit do të jenë nxënësit e klasës së pestë që kanë nivel elementar të gjuhës angleze. Qëllimi i këtij eksperimenti është që të ekzaminoj nëse mësimi i gjuhës përmes teknologjisë ndihmon nxënësit të zhvillojnë fjalorin. Nxënësit do të ndahen në dy grupe: kontrollues dhe eksperimental. Pesëdhjetë nxënës do të jenë pjesë e grupit eksperimental kurse katërdhjetë e pesë në grupin kontrollues. Grupi në klasën kontrolluese, do të pranojë udhëzimet dhe zhvillojë mësimin sipas praktikave tradicionale të mësuarit të fjalorit anglez, siç janë mësimet e bazuara në aktivitete të librit, memorizimin dhe përkthimin e fjalëve në gjuhën shqipe, ndërkohë që grupi eksperimental do t’i ekspozohet fjalorit të njëjtë përmes teknologjisë kompjuterike sic janë prezantimet, lojërat online dhe videot. Kohëzgjatja e këtij hulumtimi do të jetë tetë javë dhe sesionet do të zhvillohen në dy ditë të javës. Pas sesioneve të praktikimit, nxënësit do të plotësojnë një pyetësor i cili nxjerr në pah mendimet e tyre për mësimin me teknologji dhe efektin e saj. Gjithashtu, do të bëhet dhe analizohet një intervistë me mësimdhënësit e gjuhës angleze rreth perspektivës dhe mendimit të tyre për përdorimin e teknologjisë si përkrahje në mësimdhënie. Gjetjet e këtij eksperimenti do të kontribuojnë mësimdhënies në shtet të gjuhës Angleze dhe nxënësit në Kosovë në përmisimin e mënyrës se si të mësojnë fjalorin e gjuhës.

Fjalët kyqe: fjalori, teknologjia, dobishë, nxënësit

Work title of the thesis:

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училиштето Абедин Реџа во Скендерај, Косово**

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CHAPTER I: INTRODUCTION

“Technology has forever changed not only what we need to learn, but the way we learn.” –
(International Society for Technology in Education, *Technology in Education*, 2012, p.1)

Teaching a second language, especially English, which is the most spoken language around world, requires techniques and methods which make teaching and learning comprehensible for students. Technology development in the modern world has an impact on education and the way how we teach, so its role on society has shown the necessity to integrate technology during English language lessons. Through technology tools teachers try to make their teaching more comprehensible, creative and interactive; this leads to use of different tools, to achieve the goal that is intended. “ICT, under the pedagogical conditions, may be one of the most important tools for teachers and students to develop crucial skills (cognitive, social and technological) so as to be able to respond, critically and creatively, to the need of the new social and economic reality that is constantly, changing.” (Anastasiades & Zaranis, 2016, p. 17). Nowadays there exist different technology tools, which are used to increase students’ motivation and interest toward learning English as second language. Computer technology is one of the tools which have a great use on English language teaching, especially when teaching vocabulary to primary school students. Vocabulary is the base of every language, “As more new words are acquired, students are able to draw finer distinction in meaning among words, develop a stronger understanding of how words work together, and increase their sensitivity to context and communicative intent” (Michael F. Graves, Diane August & Jeannette Mancilla-Martinez, 2013, p. 1), so vocabulary development has a great impact on the acquiring of a second language, especially to student of primary school who start to acquire the language through simple words. English language is considered an important subject in primary schools in Kosovo too, especially its vocabulary since students of primary school first start to acquire vocabulary, so the main focus of this thesis is to examine the use and effectiveness of technology to teach vocabulary to primary school students.

This chapter generally deals with the background of the thesis, significance and purpose of the thesis and structure of the thesis.

1.1. Background of the study

English language teaching and learning is an important subject all over the world since English is an international language and enables our students to be more sociable and supports them in their daily life, so teachers and researchers always try to find the best methods and techniques to help their students acquire language. Vocabulary as the most important part of a language is being taught in different methods, since my case study is in Kosovo primary school, my focus will be on the Kosovo way of teaching English vocabulary comparing to other countries. Usually, in primary school in Kosovo teachers are more focused on grammar part without giving vocabulary its significance. Vocabulary is being taught by asking students to write words in English and then translate them in their native language, and to memorize them by heart, a method that is not suggested by language researchers because it is not considered very effective for students. So, the need to add new methods and techniques of learning English is suggested to this system of education because technology is considered as a very beneficial and effective tool by different researchers because it offers different ways of use and makes learning attractive and interesting for students. Technology can help “facilitate the attainment of learning goals for individuals with wide differences in their abilities to see, hear, move, read, write, understand English, sustain attention, organize, engage and remember” (Brand, Favazza, & Dalton, 2012, p. 134). “When students learn with computers, technology is viewed as a resource to help them develop, among other things, higher order thinking, creativity, and research skills“(as cited in Raihan& Lock, 2012, p. 25-26). Also the key of this study was to find if technology used as a teaching source is effective and beneficial for students, and it concluded that technology has a great impact on the learning and teaching of vocabulary because it helps students acquire the vocabulary through visual images and listen to vocabulary from native speakers and also shows the vocabulary taught in a much more attractive and interesting way than just seeing it written on a book. Even though the use of technology is suggested from the new curriculum of Kosovo, which considers technology as a very effective and useful tool to teach a second language, English in my case, this is not being implemented in primary school because of different issues: some schools do not have the adequate tools that support learning and teaching through technology, there are cases when even teachers struggle to use technology because they do not have the skills for that, even though they have attended trainings on the use of technology supported by the government. These

are just some of the issues that schools and teachers fail to use technology, even though they think it is a very beneficial tool and effective for vocabulary teaching.

Therefore I have considered as very beneficial to investigate the impact of technology tool to support vocabulary teaching to primary school students which has been proved to be a very motivational and successful method and superior to the traditional vocabulary teaching approaches. Another important goal of this thesis is to find out ESL teachers' attitudes towards the use of technology as a supportive tool for learning and teaching in English in the classroom environment.

1.2. Significance and purposes of the thesis

Educational process is very important issue of every country, and it is the same for my country too where teachers try to use different methods and approaches to facilitate students' learning and understanding of the second language. As mentioned above, the use of technology to teach English vocabulary is considered very effective and beneficial but due to some issues and difficulties that teachers and school as institution have, technology use to teach vocabulary was not given its significance. Usually vocabulary is considered as time filling gap activity or a memory process, it is being taught through asking students to memorize words or even write and translate them in their native language, and some teachers even ask students to keep a vocabulary notebook where they can keep unknown words. Vocabulary most of the time is being taught through traditional methods which creates a less favorable environment for students understanding. "Multimedia and other technologies can connect student learning in the classroom to real-life situations and authentic learning situations" (Padron& Waxman, 1996, p. 345). Technology use for teaching and learning purposes is known as Computer Assisted Language Learning approach, which is one of the methods that is very attractive and motivational for students. The reason why I have chosen this topic is because of the development of technology has had a great impact on our daily life, especially in education. During my teaching experience on primary school I have noticed that students are more interested and find it much more attractive when I use computer technology as a teaching tool to teach new vocabulary. This helps them to be more active and cooperate with each-other, also it enables them to see and hear things in practice, expect the teacher being the only source in the classroom. So, this study tries to find out if use of computer technology helps students to develop

their vocabulary, if it is a beneficial and effective tool for them. Also, the results from this study intended to compare if computer assisted language learning is more effective and beneficial for students than traditional method, and also the results of this study will raise teacher's awareness toward the beneficial role of computer technology use toward teaching and learning a second language. The study findings highlighted that the use of technology to teach vocabulary is superior to the traditional methods, where it raises the awareness of students on vocabulary learning and enables them to see and hear words they learn in different perspectives connected to the real life situations.

1.3. Structure of the study

This paper contains five chapters divided into introduction, literature review, methodology, findings and discussion and conclusion.

The first chapter which is introduction has an overview about the use of technology for teaching language in the classroom, then background of the study based on earlier research done in this field, also significance and purposes of this thesis, followed by general and specific objectives of this study.

The second chapter is literature review which relates to the use of technology in language classroom, educational technology, goals of using technology, types of technology tools used in classrooms, role of the teacher in multimedia classrooms, necessity of using technology in SLA (second language acquisition) classrooms, benefits and limitations of using technology to support vocabulary learning, and vocabulary in general and vocabulary teaching strategies.

The third chapter discusses the methodology and study procedures. It introduces the design of the study, research question and hypothesis, population and sample, data collection and instruments.

The fourth chapter describes all the result from the experiment done with experimental and controlled classroom, student's questionnaire and teachers' interview followed by a discussion related to the findings.

While the last chapter deal with a general conclusion, limitations and recommendation for further researcher. At the end is the bibliography with all the sources used during this research and the appendixes.

1.4. OBJECTIVES OF THE STUDY

1.4.1. General objectives

- The aim of this study is to show that the use of technology in ESL classroom to support vocabulary development is beneficial and effective for students' acquiring of language. Furthermore it attains to highlight the factors that have a crucial role on the proper use of technology to facilitate language learning. So, this paper is going to find out whether the use of technology through English classes to teach vocabulary is more effective and beneficial comparing to traditional methods and which are the difficulties that teachers face while using technology for teaching purposes, among primary school classes.

1.4.2. Specific objectives

- to find out if use of technology develops English vocabulary to primary school students
- to find out if technology is a beneficial and effective tool for learning and teaching
- to find out if students and teachers prefer technology as a supportive tool to teaching and learning
- to find out if teachers face difficulties while using technology as a supportive tool

Summary

This chapter defines the importance of technology as a supportive tool to teach vocabulary to primary school learners and the significance of using it properly; also it highlights the general and specific objectives of this study.

CHAPTER II: LITERATURE REVIEW

2.1. INTRODUCTION OF LITERATURE REVIEW

The following literature review synthesizes recent research involving the use of technology as a supportive tool to teach vocabulary learning for English primary school learners.

Technology development has had a great influence in English Language Teaching too, and it made educational researchers research and analyze if using technology for teaching purposes would help students to learn faster and easier, especially computer tool. “Computers were introduced to the language learning field in the 1960s as CALL (Computer Assisted Language Learning) and many enthusiasts strongly advocated their use, espousing the many advantages they could bring to both language learners and teachers” (Mahrooqi & Troudi, 2014, p.1).

Davison (2005) mentions that the use of technology has become a social practice as the use of English, so obviously a socio-cultural and critical analysis of the role of technology in English language learning and teaching is needed because of the application of technology. One way of using computer technology to facilitate students’ acquiring of language is teaching vocabulary through computer applications. “Students need to learn vocabulary in context and with visual clues to help them understand. Computers can provide this rich, contextual environment.” (Green, 2005, p. 6). Using technology for teaching purposes is considered beneficial and effective for students, Drexler (2010) mentions that the use of technological tools empowers learners to transcend the traditional concept of classroom. “Technology can be a highly engaging and interactive tool, providing a source of real language, both written and spoken, in the classroom, and motivating learners to produce more language than they otherwise might have done” (Stanley, 2013, p. 2). According to Hubbard and Levy (2006) in order for CALL to be beneficial a self-teacher training and education on technology use should happen, there should be production of trainings and materials support which are directly for teachers, literature on research and practice about CALL use, also a framework for teachers that define the use of CALL on practice on learning techniques, especially those supported by SLA, and

the last one improving teachers' skills to transfer the online collaborative learning techniques to their students.

The way how vocabulary is being taught is an issue that Lewis (2002) discussed on his research, when he made a research on teaching vocabulary through vocabulary notebooks (where students take notes) and technology and he claimed that the computer technology has the strength to motivate students on acquiring vocabulary easier and they can "easily organize vocabulary items into meaningful groups", it also increases students exposure to receive more vocabulary items and makes it their responsibility to choose what they want to store or not. According to Jeong-Bae Son (2014) on his research on primary schools where Computer Assisted Language Learning is used, it is recommended further research on this field to better understand how teachers bring together their knowledge of content, pedagogy and technology to design appropriate and effective instruction for their students.

2.2. What is educational technology?

The way how we learn and teach is influenced by many factors; one of these factors is technology. Technology used for educational purposes is called educational technology. The Oxford dictionary (2015) defines educational technology as a digital technology that facilitates learning. "Educational technology is the study and ethical practice of facilitating learning, indicating that helping people to learn is the primary and essential purpose of educational technology". (Januszewski & Molenda, 2013, p. 17). So, technology used for educational purposes is considered very attractive and effective for students understanding vocabulary because it offers them new methods of seeing and acquiring words.

2.3. Why technology?

Technology development in our time has made technology tools very important part of our time and its development has influenced the way of learning and teaching, too. Technology use can help teachers to increase students' motivation and interest toward learning new words and enrich their

English vocabulary. According to Stanley (2013, p. 1) technology to teach and learn a second language can be used to: access different information about the language, it enables students to be exposed to the targeted language, it also has different entertaining materials (i.e reading or listening for pleasure), creating texts, publishing student's work online in classroom's website or other sources, it also enables students to communicate and interact with other language users/learners through online apps recommended by the teachers, to create community, manage and organize learning, e.g. online vocabulary notebooks etc. So, technology can be a very beneficial and effective tool for students if it is well-organized and managed by learners and the teacher.

2.4. Use of technology in language classroom

Technology is a very important tool in every human's life nowadays and its importance has affected the way how we teach and learn. Teachers all around the world aim to make teaching as much attractive and comprehensible for their students, so they add tools that support their teaching, technology is a very supportive tool since our students are used to it in daily life and they are familiar on how to use it. So, the aim of teaching through technology should be to make it as much useful as possible for our students since technology use has its disadvantages too, if not used properly. In our time technology in the classroom is used in different ways, but the aim of its use is to bring as much useful information as we can and help our students acquire the second language easier and faster. Technology can be used through different tools as: videos, pictures, games, movies, music, or different programs as PowerPoint, kahoot, or prezzi, etc.

In order to find out how we can use technology as a supportive tool to teach vocabulary in classroom we will be based on this table which according to Pitler, Hubbell, and Kuhn (2012, p. 10), the use of technology is based on these nine categories, which will help teachers organize and set objectives on how to use technology tools:

Category	Definition	Examples
Word Processing Applications	Applications that create documents in which the text can be displayed in linear or visual modes.	Google docs, Microsoft Word, Wordle

Organizing and Brainstorming Software	Software that helps users to organize thinking, connect and categorize ideas, and show processes	Webspiration, Inspiration, Smart Tools
Data collection and Analysis Tools	Tools that allow users to gather and analyze data	SurveyMonkey, Microsoft Excel, eClicler, Poll Everywhere
Communication and Collaboration Software	Software that replaces or enhances traditional forms of communication with video, audio, text, or any combination of the three; allows users to share and discuss ideas, pictures, web links etc.,; and enables parties to work together even when geographically separated	Skype, FaceTime, Typewith.me, Facebook, Twitter
Instructional Media (learner as consumer)	Technologies that provide or facilitate the creation of videos or recording that are intended for use in learning	BrainPOP, Discovery Education Streaming and Khan Academy
Multimedia Creation (learner as producer)	Technologies that allow users to combine audio, video, music, pictures, drawings or any combination into a final product	PowerPoint, Keynote, Photoshop, iPhoto, iMovie, Voice Thread.
Instructional Interactives	Technologies that are manipulated by the learner to enhance understanding of a skill or concept, including games, manipulative, and software that assesses the learner and differentiates the activity or curriculum based on the learner's needs	StartChat
Database and Reference Resources	Resources that provides users with information and data	Wikipedia, Thesaurus etc
Kinesthetic Technology	Technologies that interact with the user's geographical or physical location and movements.	Nintendo Wii, X box, GPS devices.

Figure 1. The nine categories of technology use in the classroom. (Pitler, Hubbell, and Kuhn (2012, p. 10)

All these categories include different technology tools which have a crucial role on teaching a second language through technology, specifically its vocabulary. All these programs can be used to make the understanding of words much more easier and comprehensible for learners because through these apps learners can see how a word is written, how it should be pronounced, how it looks visually, how it is used in a sentence and even how it changes grammatically. So, it enables learners to see words in different perspective and from different sources which stimulates the critical thinking of the learner toward acquiring vocabulary of a second language. In order for teachers to achieve their aim through technology use in the classroom, first they should create the learning environment where learners feel included and comfortable, then each teacher before using these tools should set his objectives on what he/she wants to achieve by using these tools, and then make sure every students has the ability to use these tools, so it makes their learning much more easier and faster than traditional methods of teaching vocabulary.

In order for teachers to be able to use technology as a supportive tool to teach vocabulary, it is very important that technology or e-learning is included in the curriculum. “Curriculum and materials developers, including publishers and e-learning providers, must create content and learning opportunities that are engaging. In order to be so, the content should be in accordance with learner’s needs, expectations and lifestyles, taking full advantage of technology as an important resource” (Mercado, 2017, p. 3). If technology tools are supported and organized before used in the classroom based on students’ needs and expectations it will help students and teachers achieve their goals easier and faster because teachers will be able to use these suggested technology tools based on students’ needs which are approved by ministry of education or curriculum developers. There are different technology tools that exist and which are appropriate and very effective to be used for teaching and learning vocabulary inside or outside the classroom. Raihan and Lock (2012, p. 26) have provided following figure with some ways of how to use technology in the classroom:

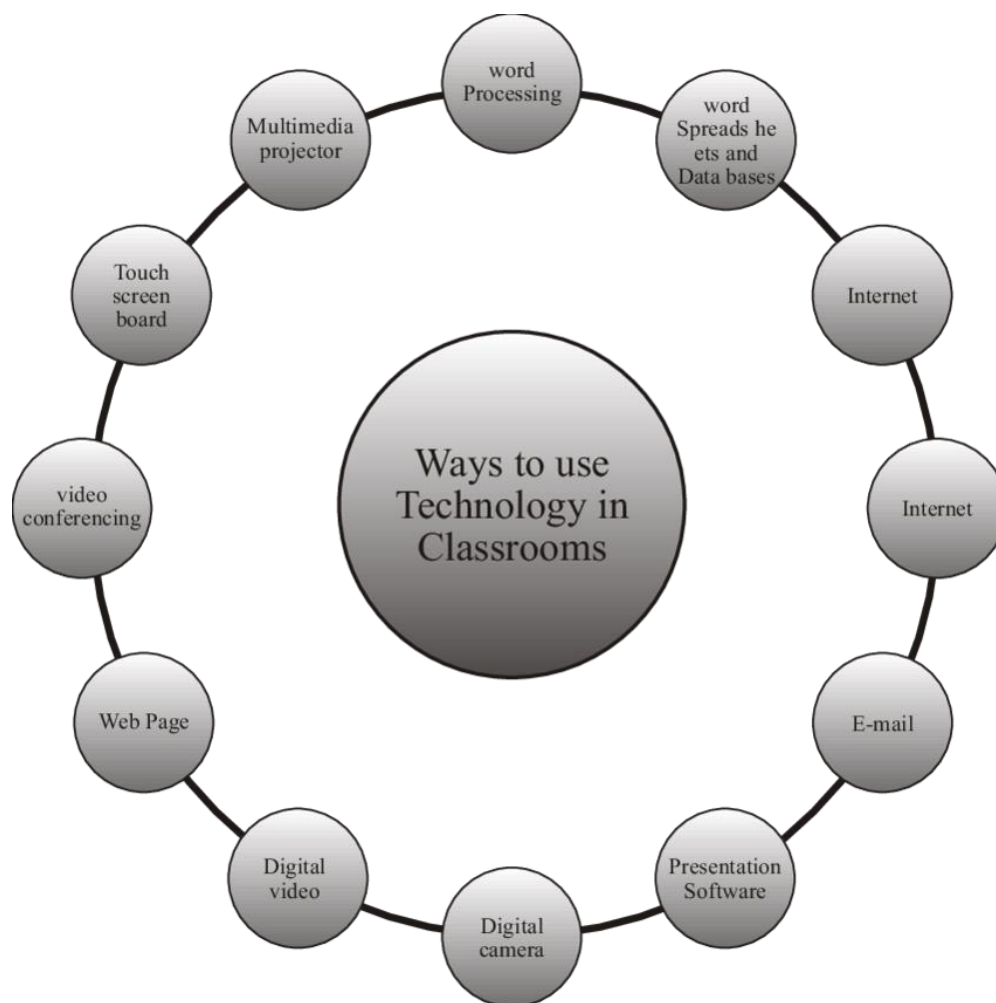


Figure 2. Technology use in the classroom. (Raihan and Lock, 2012, p. 26)

All these type of technology are very beneficial to use in the classroom and can be used for the educational purpose.

Internet

Internet is a huge and wide source of information where teachers and learners have access to get information they think are adequate for their process of learning and teaching. “Teachers should be equipped with the necessary skills to track and sort out these resources” (Ivy, 2011, p. 207).

Multimedia Presentations

Multimedia presentations are usually done by using projectors through different software programs as PowerPoint, prezzi, etc. These kinds of presentation are often used in technologically advanced

language teaching classrooms. “PowerPoint presentations can be used by teachers to present organized lectures, aid „visual“ and inattentive learners and prepare students for their professional life” (Ivy, 2011, p. 208).

Office Applications

The most known and used application for writing and creating task are office applications. These are very useful application for teachers because enable teachers a variety of things. “Creating worksheet, handouts, posters, newsletters, reports, spelling and grammar checking, presenting research data etc. can all be done effectively with these applications” (Ivy, 2011, p. 208).

Images and soundtracks

Images and soundtracks are very useful when we want to teach vocabulary because through pictures learners can identify words without translating them and usually students learn better by seeing things, while through soundtracks learners can listen to these words from native speakers expect teachers’ sound which enables students to develop pronunciation.

E-mail

E-mails are a way of communication, and can be used for educational purposes too, where learners can send their word-processing work to their teachers outside the classroom and then teacher can give feedback to their work.

Multimedia Simulation Software

Through multimedia simulation software learners can enter computerized micro worlds with exposure to language and culture in a meaningful audio visual context (Ivy, 2011, p. 212). Simulation software can be used in many contexts as: testing, video games etc. For example teacher through software can gain the experience of a real world situation: as driving a car or flying a plane.

Interactive Whiteboards:

“An interactive whiteboard (IWB) is a large interactive display that connects to a computer and projector. Some IWB allow teachers to record their instruction as digital video files and post the material for review by students at a later time” (Ivy, 2011, p. 212).

Electronic Whiteboards:

Electronic Whiteboards are very useful tools, they are hardware whiteboards which look like usual whiteboards that are in school, but it enables teachers to use them much easier and it is more creative for students too. Also, what is important is that it is more hygienic because you don't have to use a chalk or marker.

Podcasting

“Podcasting is a broadcast available on the internet anytime for downloading. It can be used by language teachers to listen to varied sources of authentic input, to make students create their own podcast in the foreign language, to listen to „semi-authentic“ language created specifically for language learners etc.”(Ivy, 2011, p.215).

2.5. Goals of using technology

Teaching is a very important process that influences the life of our students, so in order that our teaching is effective and influential to students, teacher plan and organize their teaching due to students' needs and expectations. Before entering the classroom or using any kind of material, every teacher should carefully choose what is best for his/her students, so based on this planning, they can achieve their goals, which are usually set at the beginning of the year. The same process should happen when teachers decide to use technology as a source for their teaching or as a supportive tool. Through the following figure, Raihan and Lock (2012, p. 24) provided some of the goals that teachers want to achieve through using technology tools:

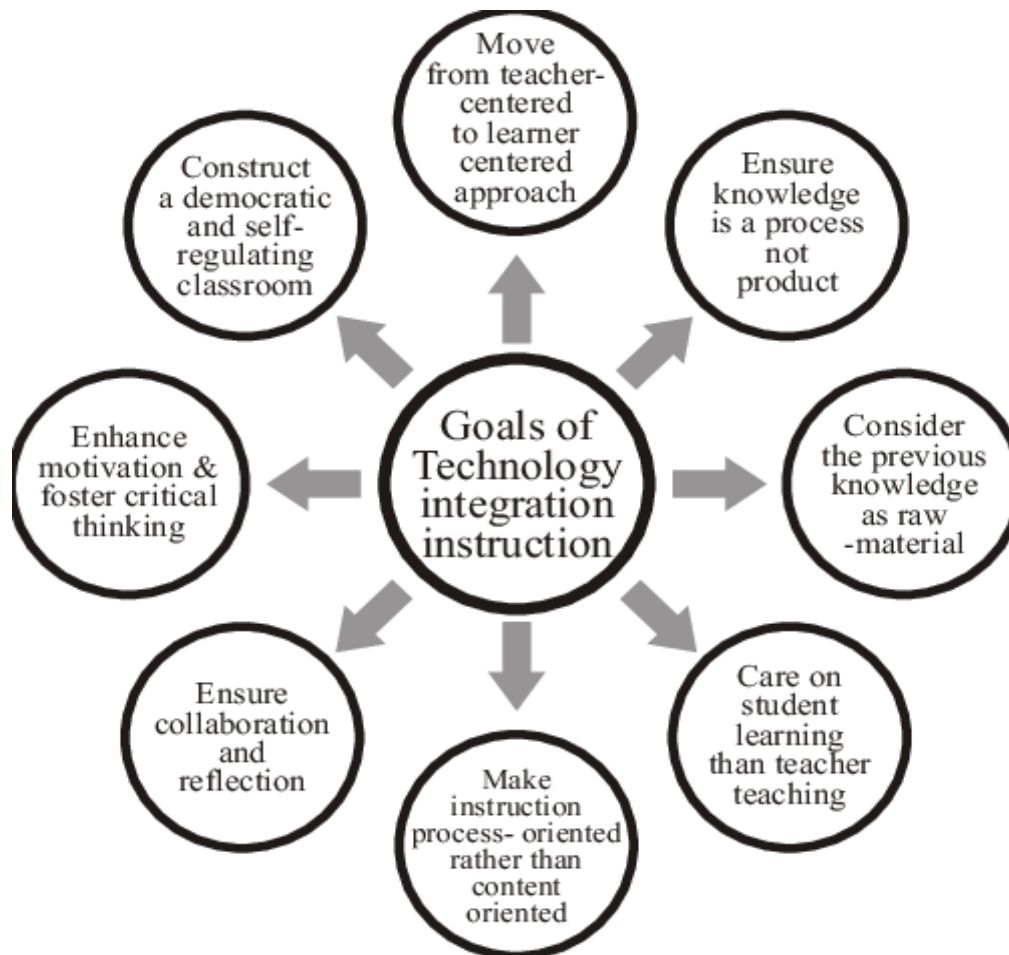


Figure 3. Goal of technology integration. (Raihan and Lock, 2012, p. 24)

Through technology tools teachers try to use modern methods of teaching and escape a little bit from the traditional methods. First goal of technology integration is to move from teacher-centered classes to learner-centered approaches. Through technology approach teachers tend to care on student learning and make it more comprehensible for them to learn that the teacher teaching. Also they make the process of learning oriented on instruction than just content oriented, because if we instruct our students they will be more motivated and we will foster their critical thinking because they will be the one who will search and judge things by their perspective and not just get content from their teacher's perspective. Technology also enables us to ensure collaboration between our students and their reflection toward their learning. Also, it enables students to construct a democratic and self-regulating classroom because they will be the one to learn and express their knowledge through

technology tools and get different sources of learning through technology, not only from teachers and books, as it happened through traditional teaching method.

2.6. Role of teacher in Multimedia Classroom

The role of the teacher in the classroom is very important because teacher is the one who should manage and organize the process of learning. The role of the teacher differs based on the methods and approaches he is using during of his teaching. While the teacher in traditional method is the only provider of information and students should obey what teachers says, in the multimedia classroom the relationship is very different, teacher should demonstrate, analyze, help his students on problem-solving, teacher should be able to use this media and explain to his students. So, teachers “should guide students to construct their thoughts through activities such as problem solving, decision making, goal setting, and managing and preventing conflict and achievements”(Raihan and Lock, 2012, p. 28).

2.7. Necessity of using technology in SLA classes

The development of technology has influenced every part of our life, from daily life to the way how educate our children. The necessity of using technology to teach a language is significant for our students’ development of technological skills, because nowadays it is considered necessary to understand how to use technology tool so you can have a brighter future. If we us teachers use technology for educational purposes from early stages of education and teach our students how to use these tool productively and make them active users we will help them develop this skill and not just be passive users of technology. Ivy (2011) stated, “...technology is fused in every part of our lives, in fact “technology is no longer a tool to create an alternative environment - it is THE environment” (Gupta, 2010: 68, as cited in Ivy, 2011).

Patel (2013) discussed the necessity of multimedia in CLT classroom for the following purposes:

- To cultivate students’ interest in study
- To promote students’ communication capacity

- To widen students' knowledge to gain and insightful understanding to western culture
- To improve teaching effect
- To improve interaction between teacher and student (p.117 - 119)

The main purpose of integrating technology to English language lesson is that we motivate our students through using a tool that fits their interest because nowadays we are witnesses of the development of technology and its use to primary school students. Most of the time children use technology tools in a passive way so the teacher's aim should be to make his/her students active users of technology who benefit from it for educational purposes i.e. acquiring the vocabulary of a second language. Another necessity of integrating technology is to promote communication, as we know the communication through technology has changed the world community and even the learning and teaching. Technology, now enable students to communicate with each-other from different places and every time, which means that our students can collaborate even after lessons through online homework which promotes communication between peers. Students are very curious if we can motivate them, and they always want to know more, as book and the teacher are the only source they can get in school, now we have a broader source which helps them to widen knowledge and also get to know western cultures through technology tools, which gives us the opportunity to search and see a lot of information about other cultures and countries. Teaching is done with the purpose to be effective to our students, so technology can be a supportive tool to teaching and facilitate teachers' work, too. Also, technology use affects the relationship between teacher and students where the teacher is not only the lecturer but he helps to promote and develop learning preconditions such as working habits, attitudes, knowledge and information.

2.8. Benefits of using technology in language classroom

Every teaching method and approach has its advantages and disadvantages, but teachers should try to organize and manage it and make it beneficial for their students. "For students, the internet opens doors to multicultural education, establishes real-world learning experiences, helps to improve writing skills, encourages higher-level thinking skills, and increase motivation, achievement, and

positive behavior” (Barron, Orwig, Ivers & Lilavois, 2002, p. 116). As mentioned above technology has a beneficial role for our students because expect the teacher and the book, student will get new sources and different points of view which enables our students to see different cultures, and also their will learn based on situation that they face during their life. Also technology with its attractive and interactive tools will help to increase students’ motivation and positive behavior which leads to the increase of their achievement. “Technology benefits young learners by enhancing their physical abilities such as hand-eye coordination and fine motor skills. It can also improve children’s understanding of the world around them, develop their flexibility and ingenuity, enrich their world view and expand their openness of mind” (Gordon, 2007, p. 179).

There have been conducted a lot of researches to show if use of technology is effective. One of them is the study conducted by Kassim et al (2007), through her study she found out that the use of ICT in language classes allows learners to develop positive attitudes toward language learning. Most participants who are students believe technology use motivates them in increasing their interest toward learning process. This is done by increasing the amount of authentic materials in the classroom (blogs, podcasts, and digital videos) and providing students with appropriate skills to approach authentic material, teachers promote meaningful interaction, raise students’ interest and motivation; and ensure more participation and engagement in the classroom.

Another research on the effectiveness of technology on students of learning of English is that of Joyce (1997). In this case, the researcher compared students’ acquisition of English structures based on the mode of instruction (technology based instruction versus teacher directed instruction). The aim of the study was to define whether there was a significant difference in the acquisition of a given grammar structure between students taught in a teacher directed instruction and students taught in a technology-aided environment. The results of the study showed that the technology based instruction were as effective as teacher-directed grammar instruction, and in some cases even more effective. The conclusion was that technology-based instruction supported specific features and structures of the language.

2.9. Limitations of using technology in the classroom

As discussed above the use of technology for learning and teaching vocabulary is beneficial and facilitates vocabulary learning, but there are some limitations too. Even though technology has a wide range of use and is suggested to be used even by curricula developers and researchers in Kosovo, the lack of training for teachers and their missing skills of technology use have shown difficulties on the use of technology. Usually old teachers have problems going on with the flow of new technologies, because sometimes technology tools are complicated to be used and need a lot of attention. “Without thorough understanding of the technology at hand it will be impossible to bring out optimum result” (Ivy, 2011, p.216).” Resistance to change, negative attitudes toward computers, constraints on training and support, cost, and lack of access to the right types of technology in appropriate locations are other key barriers to integration of technology in the classroom “(Fabry& Higgs, 1997, n/d).

Instructors who are committed to integrating computer technology in the classroom may find the process challenging due to the barriers that exist. The barriers can either be external (first order) or internal (second order). External barriers include lack of equipment, unreliability of equipment, lack of technical support and other resource-related issues. Internal barriers include both school-level factors such as organizational culture and teacher level factors such as beliefs about teaching and technology and openness to change. (Snoeyink & Ertmer, 2001).

The factors mentioned above are some of the barriers that teachers of Kosovo face while integrating technology as part of their classroom. Expect the lack of training where teachers are not very skillful to use technology, especially new technologies which develop every day and you as a teacher need to be on track of that. The other issue is the lack of equipment that most of the schools in Kosovo are not equipped with technology tools and even those that are present at schools if need technical support there is not such a support in schools. Also, beliefs about the technology use have a great impact on the limitations of using technology, because if teacher doesn't believe that technology is a facilitator to their teaching then the result will not be successful because you have to believe on something if you want to achieve your goals.

Bruce (1997) argues that teachers should not only be seen as objects of change, but also as change agents who can transform the integration of their practices through the use of technology. “Teachers tend to teach the way they were taught “ (Mehlinger & Powers, 2002) and infusing technological tools into instruction poses unique challenges to teachers who are thoroughly grounded on traditional teaching practices and are not ready and willing to change. Further, it is important to realize, however, that some elements of creativity are required of educators as well as students if the use of technology is to have a positive impact on student learning.(As cited in Kidd, 2008, p. 54).

3.1. VOCABULARY and VOCABULARY TEACHING STRATEGIES

3.1.2.What is vocabulary knowledge?

Vocabulary teaching and learning is very important part of language since vocabulary is the base of a language and the first input that learners acquire from a language. So, it is very important to understand what is vocabulary knowledge and how should we deal with it. Different researchers have made conclusion about vocabulary knowledge over 100 years and these are the conclusions as found on Graves, August and Mancilla-Martinez, (2013, p. 2)

- Vocabulary knowledge is one of the best indicators of verbal ability (Sternberg,1987; Terman, 1916)
- Vocabulary knowledge contributes to young children’s phonological awareness, which in turn contributes to their word recognition (Goswami, 2001; Nagy, 2005).
- Vocabulary knowledge in kindergarten and 1st grade is a significant predictor of reading comprehension in the middle and secondary grader (Cunningham & Stanovich, 1998; Scarborough, 1998).
- Vocabulary difficulty strongly influences the readability of text (Chall & Dale, 1995; Klare, 1984).
- Teaching vocabulary can improve reading comprehension (Baumann, 2005; Beck, Perfetti, & McKeown, 1982).

- Growing up in poverty can seriously restrict the vocabulary children learn before beginning school and make attaining an adequate vocabulary challenging task (Coyne, Simmons, & Kame'enui, 2004; Hart & Risley, 1995; Templin, 1957; White, Graves, & Slater, 1990).
- Lack of vocabulary can be a crucial factor underlying the school failure of disadvantaged students (Becker, 1977; Biemiller, 1999). (as cited in Graves, August and Mancilla-Martinez, 2013, p2)

So, learning of vocabulary starts at the early stages of a child's life, but what does it mean to know a word?! Is it just the meaning of the word or we should know more than, like its grammatical function, its lexical meaning, etc. Nation (2001, 27) suggests a three-category framework of what is to know a word at receptive and productive level:

- word form: including the spoken form, the written form, and the word parts (affixes)
- word meaning: including connecting form and meaning (of a word), concepts and referents, and associations
- word use: including grammatical functions, collocations and constraints on use (register, frequency, etc.)

All these categories are very important part of knowing a word, but based on my opinion primary school learners should be able to say the word, write it and know its grammatical function in order to be considered that they know the word.

3.1.3. Acquiring vocabulary knowledge

According to Ellis (1997), some aspects of word knowledge are acquired unconsciously (implicitly), whereas other aspects are learned consciously (explicitly). The implicit way of acquiring vocabulary happens totally unconsciously as a result of exposure toward different context. "Language is subconsciously acquired-while you are acquiring, you don't know you are acquiring; your conscious focus is on the message, not form" (Krashen, 1989, p. 440). Krashen has found support from quite a few authors who also maintain that language learning takes place at an unconscious level. For example, Nagy and Herman (1987), Anderson, Wilson and Fielding (1988) also advocate implicit vocabulary learning from context alone. For instance, Anderson, Wilson and Fielding (1988) asked

their subjects to record their after school activities. The analysis of the data reveals that those who reported more reading performed better in vocabulary - hence reading books was a good predictor of vocabulary acquisition. In fact, Nagy and Herman (1987) claim that reading leads to greater vocabulary growth than any program of explicit instruction.

Comparing to implicit way of acquiring vocabulary, the explicit way of acquiring vocabulary is the aspect of acquiring language consciously, we use different content with the aim of teaching new vocabulary, because as much vocabulary students know they will better understand the content. Laufer (1997) claims that it is necessary for a learner to understand 95% of text content in order to comprehend the text successfully.

Acquiring an L2 essentially involves acquiring its vocabulary, consisting of thousands of individual or multi-word items. What needs to be acquired for a lexical item includes formal, morphological, semantic and syntactic information. Once acquired, this knowledge can be accessed consciously as declarative knowledge or otherwise as procedural knowledge where the retrieving process is fast and automatic. How well a word is known is assessed from four angles, depth and breadth, on the one hand, which determines to what extent the word is known, and reception and production, on the other, which determine the degree to which the word can be retrieved for language use. (Ma, 2009, p. 293)

Researchers for a long time have been focused on the factors that influence the acquiring of the vocabulary or factors which make it harder for learners to acquire the vocabulary. According to Laufer (1997), the factors that affect the learnability of lexical items include pronounce ability (phonological or suprasegmental features), orthography, length, morphology, including both inflectional and derivational complexity that increase the vocabulary learning load, similarity of lexical form of speech, and semantic features (e.g. abstractness, specificity and register restriction, idiomaticity and multiple meaning). In the table 1.1 , Laufer (1997, 154) presents intralexical factors and their effect on vocabulary learning (facilitating factors, difficulty including factors, and factors with no clear effect)

<i>Facilitating factors</i>	<i>Difficulty-inducing factors</i>	<i>Factors with no clear effect</i>
Familiar phonemes	Presence of foreign phonemes	Word length
Phonotactic regularity	Phonotactic irregularity	
Fixed stress	Variable stress and vowel change	
Consistency of sound script relationship	Incogruency in sound-script relationship	
Inflexional regularity	Inflexional complexity	
Derivational regularity	Derivational complexity	Part of speech Concreteness/ abstractness
Morphological transparency	Deceptive morphological transparency	
	Synonymy	
Generality	Specificity	
Register neutrality	Register restrictions	
One form one meaning	One form with several meanings	

Figure 4. Intralexical factors that affect vocabulary learning (Laufer, 1997, 154)

3.1.4. Kinds of Vocabulary

Some language experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but

which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), shows two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

According to Webb (2005), receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

b. Productive Vocabulary

According to Webb (2005), productive vocabulary is the words that the learners understand and can pronounce correctly and uses productively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

3.1.5. Vocabulary teaching and learning strategies

Vocabulary learning and teaching is an important part of language that requires a lot of attention and hard work. There are different approaches and strategies used to teach vocabulary so teachers can make it easier for their students to acquire the vocabulary of L2. Chahmot (2004), states that “learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal”. p.16). In vocabulary teaching, it depends on the teacher what kind of strategies does he/she uses in order to facilitate his students the acquiring of vocabulary. According to Hatch and Brown (1995, p. 401), teaching strategies refer to everything teachers do or should do in order to help their learners attain new vocabulary.

Hatch and Brown (2000) divide vocabulary learning strategies into five essential steps composed of a large number of various strategies:

The use of technology for vocabulary learning

1. Encountering new words (with sources of new words being reading, watching TV, listening to radio, conversations with native speakers, textbooks, wordlists, dictionaries, etc);
2. Creating a mental picture (visual, auditory or both) of word form (e.g. relating a new word with L1 words or other FLs with similar sound, using phonetic script, relating to already acquired English words that sound similarly);
3. Learning the word's meaning (e.g. asking the native speaker for the meaning, creating a mental image of the meaning, guessing from context);
4. Creating a strong linkage between word form and meaning in the memory (regardless of the memory strategy used- as long it is used); and
5. Using words (in example sentences, collocations, various context, conversations, etc.).

All these steps are very important and essential on learning a new word, each one of these steps lead students to the goal of learning a new word because as mentioned above to know a word is not just about meaning but students should know its forms, its grammatical changes, pronunciation, how to use it in a sentence etc. Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55).

Also, Mclaughlin (1987) has categorized language learning strategy as presented:

<i>Type of strategy</i>	<i>Examples</i>
Learning strategy	simplification
	Overgeneralization
	Transfer
	Inferencing
	Intralingual
	Extralingual Hypothesis-testing
	Practice
	Planning strategies
	Semantic simplification

Production strategies	Linguistic simplification Correcting strategies Reduction strategies Formal Functional Achievement strategies
Communication strategies	Compensatory Retrieval

Figure 5. A typology of learner strategies (McLaughlin, 1987, 145)

So, in order that students acquire vocabulary of the L2, they have to first pass through learning strategies which mean they have to simplify content, then overgeneralize, practice etc. After they have acquired the vocabulary they have to go through production strategy where they use the vocabulary for more complex part of language as semantic and linguistic etc. In the end, after learning and production, the vocabulary acquired is used to communicate for different purposes as formal, functional etc.

3.1.6. The Techniques in Teaching Vocabulary

“Tell me, I forget. Show me, I remember. Involve me, I understand.” Ancient Chinese Proverb

The above mentioned proverb shows the importance of using techniques to teach (in our case) vocabulary of a second language. Techniques have a significant part on acquiring vocabulary because through them we instruct our students on how they should acquire new vocabulary. Instead of just showing a word to ours students, we use different techniques which make them remember and understand the new vocabulary. There are a lot of techniques that we can use while we teach a second language. As follows are some vocabularies learning techniques represented by Brewster, Ellis, and Girard (1992).

a) Using objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words (Takač, 2008, p. 20). This technique is great for primary school students because they remember better when they see objects that translating words for them into first language.

b) Drawing

Drawing is a great technique for primary school students, except that it is attractive and interesting for them, it helps them memorize things easier. Drawings can be done in blackboard or even in flashcards.

c) Using Illustrations and pictures

Pictures and illustrations are useful materials that can be used to present new vocabulary to students. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. We can take pictures from different magazines, newspapers, old books, colorful flashcards etc.

d) Mime, expressions and gestures

This is another great technique which is very practical for younger students in order to develop their vocabulary knowledge. We can use different expressions to teach our students new vocabulary i.e. if we want to teach them feelings as happy, sad, angry etc. Gestures and mimes are also a great way of teaching new vocabulary, i.e. when we want to teach our students vocabulary about directions we can use gestures. Also mime is a great technique so students express vocabulary through it.

These are only some of the techniques that can be used to teach aspect of languages, specifically vocabulary.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction of the research design and methodology

This chapter describes the design of the experimental research regarding the use of technology to teach English vocabulary, specifically the use of technology to support the vocabulary learning and teaching of 5th graders in primary school. It provides gathered data with the main concern if the use of technology is effective on supporting vocabulary learning and teaching and the difficulties that teachers have while using technology as a teaching tool. Furthermore, the overall design of the study, a detailed description of the used materials in the experimental classroom during the study, population and sample, data collection instrument, procedure and findings from this research are extensively described.

3.2. Design of the study

In order to find out if use of technology is supportive for vocabulary teaching a quantitative study was held which uses experimental methods of research. The study took place at the primary education level and the participants who were selected for this study were 5th graders from the “AbedinRexha” primary school in Turiqec and its parallel school in Buroja, both schools placed on rural area. In order to define which vocabulary teaching and learning strategy is superior to another one in improving students’ vocabulary proficiency and motivation, two different types of approaches were provided in two groups: the experimental and controlled group/classrooms. The controlled group received the lesson through traditional pedagogical techniques as memorization of words, approaching unknown words in a text and keeping a record of them in a special vocabulary notebook, while for the experimental group I used technology tools as laptop, projector and loudspeakers to teach the same vocabulary but through YouTube videos, online games and PowerPoint presentations.

The research used three instruments during the data collection process: the teachers’ questionnaire which obtained teachers’ perceptions and reaction towards the effectiveness and benefits that

technology use has in vocabulary learning, a students' questionnaire to determine their level of vocabulary proficiency (Appendix 1) and a post- test to examine which of the vocabulary techniques used during the experiment is superior to another one in increasing students' vocabulary proficiency and understanding of the vocabulary.

3.3 Research Question and Hypothesis

This study examines the effectiveness and benefits of using technology to teach vocabulary to primary school students, as well as it investigates the difficulties that teachers have while using technology as a supportive tool to teach English vocabulary, based on the following research questions:

1. What is the role of technology on teaching English as second language?
2. Is computer technology use beneficial and effective to teach vocabulary to primary school students?
3. Do teachers and students find use of computer technology as a supportive tool to their teaching and learning?
4. Does the use of computer technology affect students' level of vocabulary accuracy more than the traditional vocabulary teaching practices?
5. Do students find the use of technology more attractive and interesting than traditional method?
6. Are ESL teachers aware of the pedagogical value of technology based lessons setting in a formal ESL classroom environment?
7. Is there a significant correlation between students' English vocabulary proficiency grades and their vocabulary learning outcomes after the use of technology tools?

Based on these research questions, here are the hypotheses of this study:

H.1. Technology use to teach vocabulary is effective and successful for students of primary school

H.2. Technology facilitates teaching and learning of vocabulary to ESL (English Second Language) learners

H.3. Technology based learning and teaching tends to be more effective than traditional method

H.4. Teachers agree that technology based learning and teaching is more attractive and effective for students

H.5. Students find technology use very attractive and effective

3.4. Population and sample

The study took place at the primary education level and the target of population were 5th grade ESL students who were part of public school. This study was conducted in the primary school” AbedinRexha”-Skenderaj, which was focused in finding if the use of technology to teach English vocabulary is beneficial. The participants were from three 5th grade classes, in total 95 students; their age is 10-11. ESL learners range from 10-11 years old and were intentionally selected since they belong to the same level of English proficiency. The level of students’ English performance is considered to be elementary. Forty-three students are male and forty-one of students are female.

The school has educational policies and was very well equipped. It had a computer center, a library and a gymnastics hall, as well as a large yard where children usually played during the breaks. The classes started at 08:30 in the morning and ended at 13:40 in the afternoon. All of the participants had forty-five minutes English language classes, twice a week.

3.5. Data collections and instruments

The overall structure of the experiment was as follows:

Usually, in our ESL classrooms in Kosova, when students are acquiring new vocabulary they are asked to write unknown words that they listen through lessons and then those words are translated in

The use of technology for vocabulary learning

the native language by the teacher in the blackboard, and then they are asked to learn these words by hard and memorizing them and their vocabulary knowledge is assessed by this. This is the reason why I decided to compare the difference of teaching vocabulary through traditional way comparing to teaching it through sources and strategies computer technology enables us.

The classes were divided in two groups, experimental classrooms and observed classrooms. The two experimental classrooms which have 50 students were taught the same vocabulary as the observed classroom but through technology, comparing to observed classrooms where the same vocabulary was taught in traditional approach to 45 students. The experiment lasted four weeks (May-June), 8 lessons in total for each of the classroom. The experiment was based on chapter 5 of the book “Exploring English 1”- Tim Harris and Allan Rowe (Appendix 9), based on the planned lesson for these 8 lessons. The vocabulary in this chapter was concentrated on mourning routines, places, leisure activities, colors, clothes, physical characteristics, small talk, movies and music. Observed classroom was taught through the activities that are on the book as usual while experimental classrooms through YouTube videos, PowerPoint presentation (pictures and context) and online games.

After each lesson they were assessed through a post-test (Appendix 2, 3, 4, 5, 6,) to find out which approach was more effective. Based on the result we will find out which method is more effective and if technology has benefits on students’ acquirement of vocabulary.

Therefore, in order to find out their vocabulary proficiency a pre-test (Appendix 1) was held. Purpose of this pre-test was to help me:

- Find out the difference before and after the session and understand if the technology based approach increased their vocabulary proficiency
- And also compare the results of controlled classroom via experimental classroom

In the end of the session students filled a questionnaire which contains five questions about the role of technology and its impact on students learning. This questionnaire data tries to highlight students’ opinion and perspective on the use of technology after they have been exposed to this approach.

Furthermore, an interview which elicits teacher’s perspective and awareness on use of technology to teach vocabulary will be conducted.

The use of technology for vocabulary learning

All these data are collected, analyzed and discussed in order to find out the importance of using technology to teach English vocabulary and if its use is beneficial and effective for students.

CHAPTER IV: STUDY RESULTS AND DISCUSSIONS

This chapter presents and discusses the main results of the post-tests and data analysis of questionnaires from the quantitative perspective and the interview analysis qualitative perspective.

The data obtained during this research study were qualitative (experimental and controlled classroom) and quantitative (pre-test and post-test). These data were obtained from an experiment done in primary school with English language second learners, students of 5th grade and from controlled classroom. All these data were reactions of respondents while the experiment happened and comparison with the controlled classroom. The students and the school management felt free to be part of this experiment. Based on the pre-test (appendix 1) the students level of proficiency is elementary. Then will be presented the students- questionnaire answers and then teacher's interview.

4.1. The result from the experiment and post-test

Technology use to teach vocabulary is effective and successful for students of primary school

In order to test this hypothesis the controlled classroom and experimental classroom were taught the same content of vocabulary based on two approaches. Experimental classroom was taught through different technology tools as laptop, projector, and videos while controlled classroom through traditional method based on the content of the book.

First lesson of the experiment to test this hypothesis was about daily routines; in the controlled classroom I used the activities and content from the school book and with the experimental classroom I used YouTube video/ cartoon about daily routines and online game from the website of British council where students have to match content with pictures and listen to its pronunciation. In the last 10th minutes of the lesson a short test was held to make the difference if using technology helped students to develop their vocabulary. The test (Appendix 2) was evaluated through percentage 0-100%. The fig.4 shows that experimental classroom based on the post test showed better results than controlled classroom.

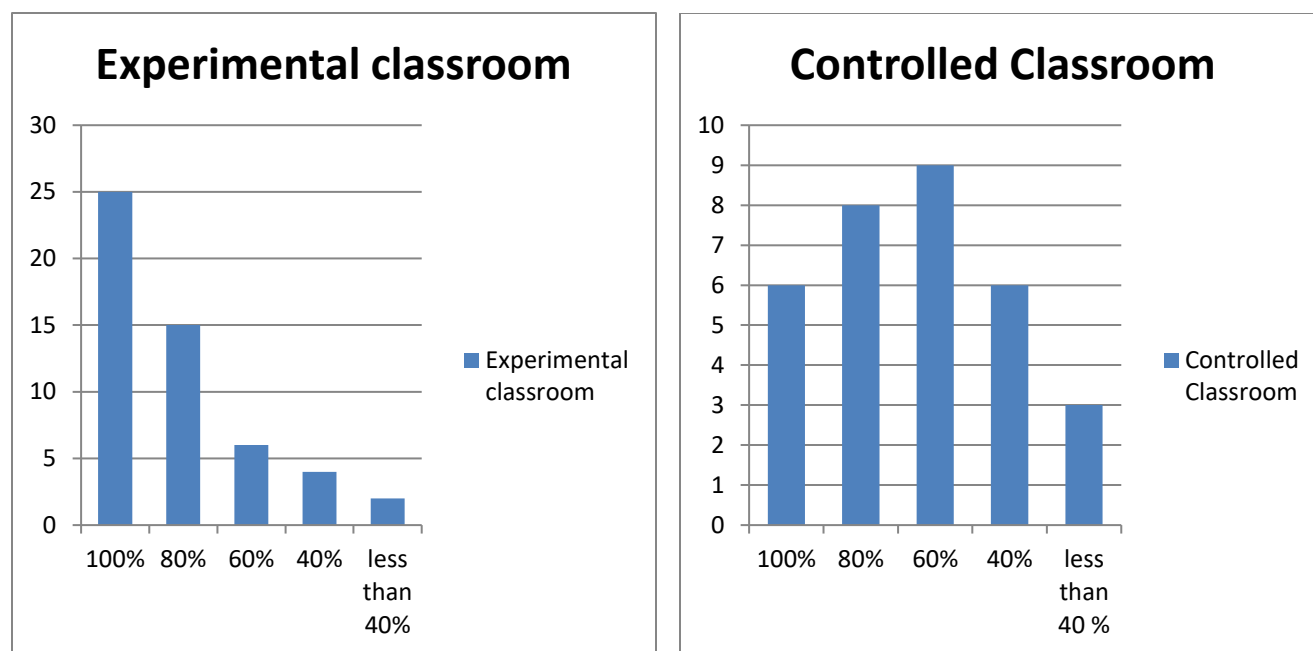


Figure 6.The results of the test from experimental classroom **Figure 7.** The results of the test from controlled classroom

As seen on figure 4 & 5, students who used technology tools during the lesson were more successful than students who used the usual method on the test which was held after the lesson ended. The students from the experimental classroom found the content very interesting and attractive and were much more motivated than students from controlled classroom.

The second lesson vocabulary was focused on places. As usual, the controlled classroom was taught from the content of school book and experimental classroom through use of computer technology, more exactly by a PowerPoint presentation with different pictures of places (as school, bank, church, mosque, police station, railway station etc) and a video about our actions on these places. Then a post test (Appendix 3) was taken in last 10 minutes to find out which method was more effective. Based on the fig.6 students who had technology support did much better on the test. Fig 6 shows that experimental classroom showed better results on the post-test rather than controlled classroom. Also, in the second lesson according to test results, we conclude that technology is more helpful and effective so our students to understand easier. During the experimental lesson where I used technology tools students except that scored higher results in test, they also were more active and communicative with each-other and they found the lesson very attractive.

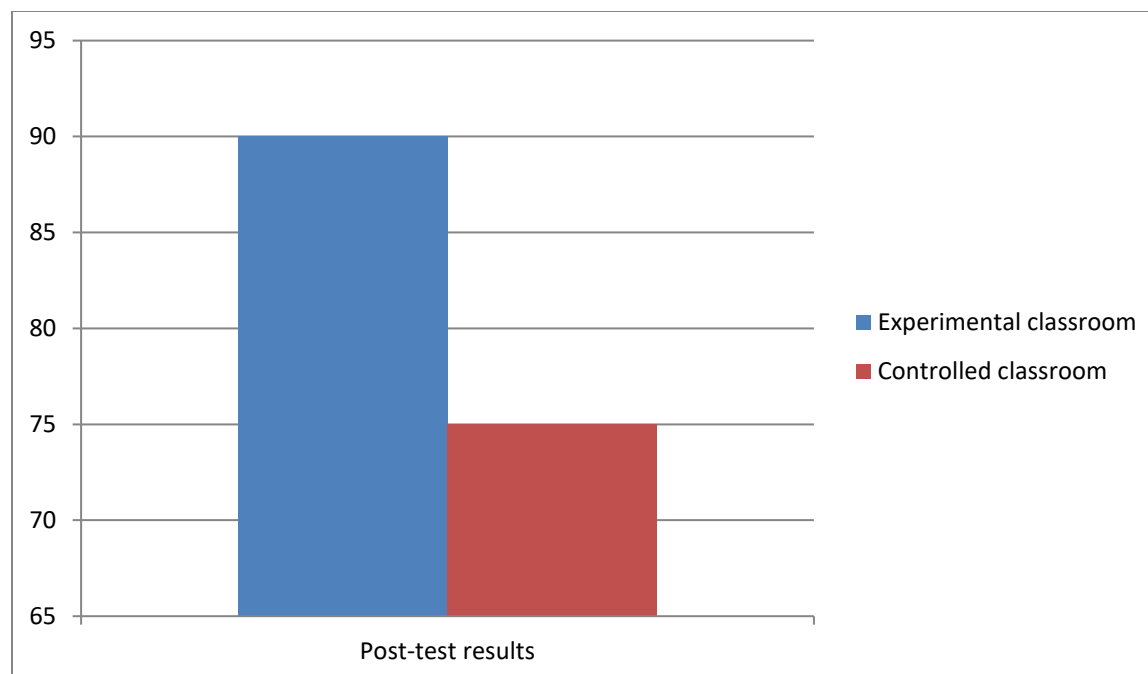


Figure 8. The result of the test from experimental and controlled classroom with a scale from 1- 100 %

The third lesson was about leisure activities. The controlled classroom was taught from the school book activities while experimental classroom through technology tools as learning/teaching support. For this lesson I used an educational YouTube video about leisure activities we usually do (as go to park, cook, read, write, watch TV etc) , and an online game, and as always a post-test (Appendix 4) on last 10 minutes, students had to match the leisure activities with its name.



Figure 9. The result of test from controlled classroom and experimental classroom from 0-5 %

In the third lesson, students from experimental classroom scored higher results in the test than students from controlled classroom, and during the lesson students from experimental classroom were more active and collaborative with each-other.

The fourth lesson vocabulary was concerned on clothes. The controlled classroom was taught through school book activities and content while experimental classroom through computer technology support where I used a video with different pictures of clothes, its spelling and pronunciation and then an online game where students had to wear dolls. A post-test (Appendix 5) was done in last 10th minutes in order to find out which method was more effective.

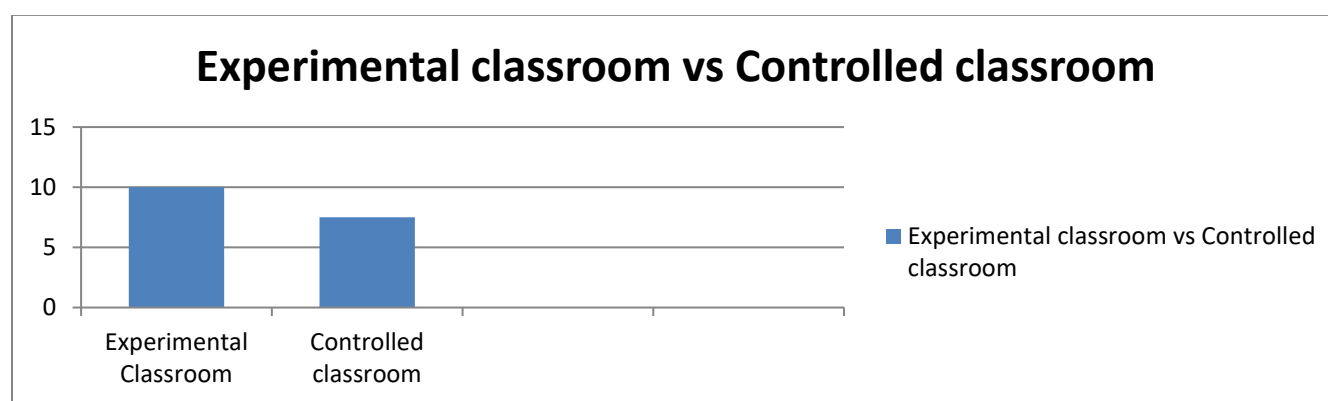


Figure 10. The result of the post-test from experimental and controlled classroom

The fourth lesson was again more successful with the experimental classroom, except that students did better in the test; they also were much more engaged and were active, especially in the part of the game where each of them wanted to show their skills. The game made the lesson much more attractive and interesting and increased students' motivation.

The fifth lesson was about colors. The controlled classroom was taught as usual from the school book activities and content. Experimental classroom was taught through a video where students could see pictures of object with different colors, spelling and its pronunciation and an online game where they had to color certain items with certain colors as they were instructed. In last 10 minutes of lesson, a post test (Appendix 6) was taken to find out which approach helped students vocabulary development better.

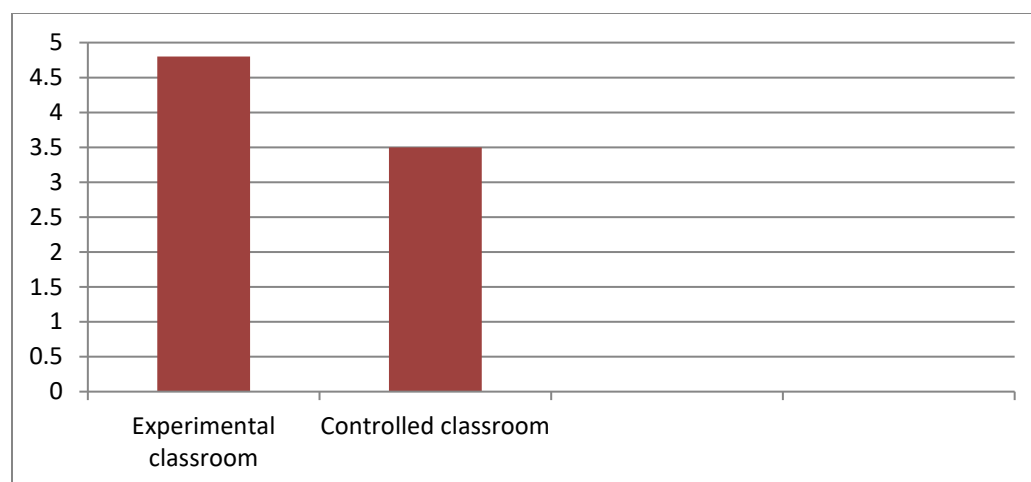


Figure 11. Results of the post-test from experimental and controlled classroom

Even in this lesson experimental classroom showed better results than the controlled classroom. It shows that technology use is very effective and had great results when used with primary school students.

While the lesson which was about movies and music was taught through a video which showed different genre of movies, different kind of music and examples about each kind using different famous movies and songs. To understand if students understood the lesson better with or without technology in the end of the lesson I showed a PowerPoint presentation with different genres and students had to notice what kind of genre is the movie or the song while to the controlled classroom photos from the book. The experimental classroom highlighted that it was much easier to understand the lesson because they could see the examples and how it happens.

As seen from the charts, after each lesson experimental classroom showed better results from the tests than controlled classroom. Also from the observation of these classes I noticed that students were more active and interested when the lesson was taught through technology, they found it more attractive and interesting.

The primary purpose of this study was to find out if technology use to teach English vocabulary is beneficial and effective for students. Earlier studies show that CALL (computer assisted language learning) is a beneficial tool for students, “main educational benefits of CALL is the ability to put the learner at the center of any learning event or activity” (Potter, Cranmer, 2010, p 25) and “Technology that is effectively introduced using pre-teaching strategies can support and motivate

learning a second language” (Murray 2008; Sofa 2011). Vocabulary teaching is very important especially to students of primary school because their level of proficiency usually is elementary and it’s their beginning of acquiring the second language. The way how we teach vocabulary has great impact on student’s acquiring, so this creates the need of using new approaches and strategies. “Language acquisition among young children is a gradual process that involves building vocabulary from messages received through communication and using that language in highly supportive, non-stressful environment” (Traore& Kyei-Blankson, 2011). Computer technology tools as PowerPoint, online games and videos are a great opportunity to show our students enough context and visual aid for the vocabulary they are acquiring. Through computer technology tools we can make our lessons much more interactive, interesting and attractive for students because expect spelling of a word, students can see its pronunciation and visual aid which develops their understanding of new words easier and this was proved during the experimental classroom lesson where students showed better results. The importance of using computer technology to support vocabulary development showed the need to make a research in primary school of Kosovo too and understand if technology is properly used and if it is brining supportive environment for students. According to the results of the post-test which happened after each experimental and controlled lesson, students who were taught through technology showed better results on tests than those who were approached through traditional methods. This supports the hypothesis that teaching and learning through technology is beneficial, effective and supportive for students’ vocabulary development.

Technology tools use have a great impact on the way how students acquire the vocabulary because of the diversity of content that technology enables for students. Also, based on the observation in these classroom students were highly motivated from the cartoon videos which were used. Also online games were very attractive and alluring for students because except approaching new vocabulary they were able to compete with each-other and this motivated them to try their best. PowerPoint presentation was another technology tool which helped them develop their vocabulary through its interesting content accompanied by visual aid which made it more comprehensible for students because except translating it into native language they could see the word visually. “The use of technology as a tool of learning can make students more creative, autonomous and collaborative than in classrooms where technology is not accessible to students. (Raihan and Lock, 2010, p 33). This study found out that technology is a great tool to help students develop their vocabulary but it is recommended to teachers to carefully use technology since technology is broad

and material selection should be appropriate to educational purposes in order to achieve successful results. The material selection should be done based on the interest and needs of the students, and also their age and level of proficiency because if we have the proper materials the lesson will be successful, or vice versa if we do not select what interest our students the lesson will fail and we cannot achieve our goal.

Another success that was achieved through the use of technology to support vocabulary learning was that students improved their technology skills; while they were acquiring new vocabulary in the same time they were being exposed to technology use and had the chance to show their skills and even help their friends to improve technology skills.

4.2. The results and discussion from students' questionnaires

Student's questionnaires contained six questions which related to use of the technology to support vocabulary teaching in the classroom. This questionnaire (Appendix 7) was distributed to students who were part of the experiment (fifty students) for eight different lessons based on the technology as a teaching/ learning tool. The aim of this questionnaire was to prove the hypothesis that

“Students find technology use very attractive and effective”

The answers are presented and analyzed as follows:

1. Do you like using technology in the classroom to learn English?

The first question was about the technology use that happened during the experiment and all the fifty students had a positive claim that they like to use technology in the classroom which they expressed while the experiment happened too.

2. What was your favorite part of using technology?

In this question students had the opportunity to mention things they like while learning through technology. Most of the students answered that they liked they could see things and know what they mean without translating them into native language, some answers were that they could hear the

pronunciation of words through videos. Also, some students answered that they could collaborate with their friends more and that learning was much more attractive and interesting.

3. What was your least favorite part of using technology?

When students asked about the least favorite part of using technology, most of them answered that they like all the parts and they don't have anything they dislike while there were a few who said that they want to use more online games, which still means they just want to increase the use of technology.

4. Do you think you understand vocabulary easier by using technology or not?

In this question students could answer with yes or no, and all of them answered with yes.

5. Would you like to use technology in future lessons of English? Why?

All the students claimed that they would like to use technology in their future lesson because they think it is very interesting and attractive and facilitates their learning.

This questionnaires aim was to find out if students enjoyed learning through technology tools and what they think about it. As seen above from the answers students are highly interested on learning through technology and find it very attractive and helpful so they can easily understand the vocabulary and improve their level of proficiency. Since all of the students had positive claims toward the use of technology, I think technology tools should be more often used by teachers and fulfill the needs of students to have more interactive lessons which motivate them and lead to more successful and effective learning and teaching. Students seemed to get the vocabulary much more faster and easier while listening and seeing words in videos, presentation or online games which was even proved through the post-test, where students showed much more better results when using technology than usual lessons through books.

Teacher's interview results and discussion

In order to find out the teacher's perspective on technology use to support vocabulary learning to primary school students an interview was done with English teachers of different primary schools in

the municipality of Skenderaj. The interview (Appendix 8) had eight questions regarding technology use. Teachers were told that the data from the interview will be confidential and will be used only for this study. Each question and answers of every teacher will be presented as follows.

In order for the teachers to use technology properly and achieve their goals through it, it is very important to choose the right tools that will help students to learn and also will fit to their needs. Different English teacher of primary schools in Kosovo were asked about the kind of technology devices they use to teach English or devices they have used before. Teachers used different tools in order to facilitate learning for their students. Most of the devices that teachers were using are: personal computer, speakers, laptop, projectors, mobile phones, radio etc. The teachers claimed that there are different technology tools that are even more attractive and interesting but the technology tools mentioned here are much easier to be approached, and usually school offers these tools for them. Also, some of the schools had internet which made the use of these tools much more easily comparing to those who did not possess internet and teachers had to download the material that will be used during the lesson.

The way we as teachers teach has a great impact on our students, especially when we teach a second language to students of primary school whom vocabulary proficiency is usually elementary. The teacher to primary school students is the one who develops their language skills and helps them improve their language level. Primary school students need more time and attention because they are beginners but in the same time they are very energetic and need more attractive methods and strategies to keep their attention on learning. Technology seemed to be a great way of keeping students' attention and raise they motivation to learn and acquire the vocabulary of L2. In order to understand teacher's perspective on this an interview was held. Usually the most common tools that teachers use are: laptop, projector, speakers, mobile phones etc. These are easier tools to be found and used in public school but through them we can make teaching interesting and attractive.

The aim of using technology tools during English classes is to facilitate teacher's work and also facilitate students' understanding about the second language. So, in the second question teachers were asked if technology tools help them to teach in their classrooms during English lessons and if it helps, in what ways does it help?!

All the teachers claimed that technology is a very helpful tool and facilitate their learning and teaching. There are different ways on how technology helps teachers to teach. Students are able to hear the words' pronunciation by native speakers since teachers' usually approach materials which are created by native speakers so students can be exposed to their accent. Another way of using technology tools is asking students to plan presentations and present them through technology tools, which helps students to be independent and improve their speaking skills. Then, some teachers claimed that technology helps students to understand the subject in general better and also develop their critical thinking. Also through technology students can be exposed to different interesting information since as we know internet is broad and enables us to get much more information than books. Also, lecturing of the teacher using technology tools is more interesting and attractive for students, because there can be videos and materials which make it more simple for students.

Technology tools are considered as supportive tools to learning and teaching, this is the same for English teachers who were interviewed who consider technology as a very helpful tool who helps them in their teaching. Technology helps teachers to facilitate the understanding of the language for their students and develop their critical thinking. Also, technology allows students to listen words from different sources than the teacher, they listen to vocabulary from native speakers through videos and different other technology tools. Gulek and Demirtas (2005) claim that teachers that integrate technology in classrooms generally have a constructivist approach to teaching. They also suggest that the use of technology makes teachers feel more empowered in the classroom and subsequently spend less time lecturing because their students are involved in critical-thinking based problem solving activities, active learning, and interactions with fellow students.

When teaching a second language, teachers set objectives and goals that want to achieve through their teaching. The most important goal of teaching a second language is creating an environment where our students feel free to communicate with each-other and with their teacher too. Good communication in the classroom benefits both the teacher and students, by increasing self-esteem and class performance. That's why in the third questions teacher were asked if they think that using technology or multimedia helps them to teach and communicate with their students better than traditional classroom, and they had to explain why they think as they do. Most of the teachers think that using technology tools helps them to develop the second language skills and improves the communication between student-student and student-teacher. One of the way how it facilitates

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communication is that students hear words from different source than the teacher and this way the make sure that the teacher is right also in their pronunciation. Also, since we live in the 21st century, in the time of technology, technology is incomparable part of modern teaching because are students are used to it and communicating through it, so they are used to these practices and that makes easier for them to communicate in the classroom too. Also, some teachers think that the impact that technology has on the environment of learning and teaching affects the communication in the classroom too, because when students are in an attractive and friendly environment, they can communicate and express their selves easier and freely. Also, some teachers think that students accept the use of technology positively and technology keeps them engaged in the classroom activities which helps them improve their communicative learning skills. Furthermore, some teachers think that technology tools motivates students to learn more and be more active during lessons and this lead to a better communicative environment. Also, when students see things more concrete it is easier for them to learn and being exposed to technology language becomes more real which helps students to communicate easier as well. In conclusion, there are fewer teachers that think traditional classroom help teacher to communicate more freely with theirs students, because of the way how teacher has to approach students while using traditional method.

The main purpose of a teacher should be the relationship with his students, and we build this relationship through communicating with our students and knowing more about their needs, desires, passions, talents, personality etc. As we know, traditional method is more about teacher lecturing and students listening to the teacher so the teacher is in the center and this does not allow the teacher to have an effective communication with his students while technology use in the classroom is considered as a modern methodology of teaching and the purpose is that it is student-centered method. So, while we use technology the students are more independent and are allowed to communicate with their peers and their teacher more because they will be in the active role through using technology tools.

Teachers organize and plan their teaching toward their students' needs, so they can create a comfortable and attractive environment for their students. So, by using technology teachers try to create an environment where students feel good and motivated to learn a second language. This is why teachers were asked if their students respond positively toward technology use in the classroom and if they like the environment. All the teachers claimed that students respond very positively

toward the technology use and that they feel very comfortable and like the technology based environment. Some teachers said that technology keeps students concentrated, interested and active which makes them be comfortable with the environment. Also, some teachers said that students prefer more technology based environment than traditional one, because they are more familiar with technology nowadays and they like using it. Also, technology based environment has a positive effect on students learning process because it enables them to be in the active role, to be engaged in the classroom activities which are attractive and require the engagement of all students based on their needs and learning style.

The environment of learning has a great impact on students' achievement and teachers should always try to create a warm and motivational environment for their students. Technology tools help teachers to create a more interesting and attractive environment for their students because nowadays technology is broadly used even in daily life and students are used to it. Through technology tools teachers create an environment where students can collaborate with each other, develop their critical thinking, be more responsible, and express their creativity. Also they develop their communication skills through project based learning and real-time feedback.

Vocabulary teaching in a second language is very important and needs a lot of work and attention to be acquired, so teachers try to find strategies and approaches in order to help students improve their vocabulary skills and acquire new words easier and faster. Technology tools are great approaches that help the development of vocabulary to students, especially students of primary schools who are tended to enjoy more teaching through attractive tools. So, this is the reason why teachers were asked in what ways do they integrate technology with the aim to develop vocabulary to their students. Most of the teachers answered that they use online dictionaries through their mobile phones so they can have access to unknown words or pictures through online tools to illustrate words because it helps students remember words easier when seeing them. Through dictionaries they can develop a better knowledge toward unknown words because students can have the meaning of the word, form, grammar function etc. Another strategy of using technology with the purpose of teaching vocabulary is using videos; teachers said that they use different videos with a certain topic which they use to expose their students to new vocabulary. Other teachers said that they encourage students to watch different videos/photos related to classroom topics, to read online texts or readings, to do diverse activities, to complete exercises and so forth. Another way of teaching vocabulary in

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the classroom environment are online games which students find very creative and interesting, also these games motivate students because students like competing with each-other. Online games can be used for different topics that are developed by creating kind of test and repetition tasks for students. These forms are appropriate for students and help them to have a broad vocabulary and to extend their vocabulary knowledge

Technology tools are very helpful and supportive on vocabulary learning/teaching to primary school students because they have creative and attractive strategies that help students on acquiring new vocabulary easier. As most of the teacher answered, technology helps so our students listen to words from different source than teacher and also there are great online dictionaries which except the pronunciation, have the meaning of the words, its origin, synonyms and antonyms which lead to the knowing a word from different perspectives and not only its meaning. Lanni (2001) points out that these resources let teachers to make everything noticeable as well as more comprehensible, which in turn helps in analyzing and organizing information, therefore allowing students to get in touch with different types of media, texts, styles, and registers, which in turn improves vocabulary and language understanding.

The way how we teach has a great impact on the students acquiring of a second language, so we as teachers should make the difference when is better to use traditional methods or any other modern methods. As we know traditional method is more teacher-centered which does not allow the students to be active as in the technology based approach, which is students-centered. That's why teachers were asked about their opinion in the outcomes from traditional classroom and technologically advanced classroom, and which one of these do they think is better?!

Teachers think that technology based approach is not limited as the traditional one and that's why modern methods has more positive outcomes and helps on the achieving of objectives. Some other teachers claimed that advantages of modern classes versus traditional ones are that, while having an advanced technological classroom most of the students are engaged and focused on getting the information that is being served to them. They are more interested in these classes, since they use in one way or another technology every single day. Therefore, the outcome of technological classes is higher than traditional ones. Some other opinions say that when students are using technology as a tool for communication with others, they are in an active role than the passive role of recipient of

information transmitted by a textbook. Technology allows both teachers and students to be actively thinking about information. Moreover, students are able to perform authentic tasks, and define their goals, making decisions and evaluate their progress. The teacher's role changes as well because he/she plays the role of facilitator and provides the students outcomes. Another opinion is that traditional classroom and technologically advanced classroom play a very significant role in teaching and learning process. But according to the question, they think that technologically advanced classroom is better and it brings better outcomes than traditional classroom because for most of the students are boring to learn only from books, they are good users of technology and here they find extra information or materials about classroom topics. While some teachers say that the method should be chosen based on the topic that will be taught, if we teach grammar we should use traditional methods but for vocabulary or language skills we should use modern methods such technology based approaches. Others think that they should incorporate both traditional and technological learning because both of them are fruitful if teachers concentrate on teaching the right things to students so they will be able to apply their own knowledge. The technology approach is better and more successful; it gives better results in understanding the content and learning it faster.

Each method has its own benefits and helps us to achieve our teaching goals, but I think that technology advanced classrooms have better outcomes, despite that they create a more attractive, comfortable and interesting environment for our students, they also have much more interesting information and materials than books do.

Technology tools are known as complicated tools because of the structure they have, so integrating technology except that it has its benefits for teachers and students, it also creates some difficulties for teachers who use technology. So, in order to find out the difficulties that teachers face they were asked about some of the main difficulties that they have while using technology for educational purposes.

Most of the answers were that they:

- Don't have good technology skills
- They don't have the equipment needed
- The environment is not suitable for technology use (like too much light in the room)

- Not enough time to settle the equipment for every lesson, etc.

Technology tools are very effective for classroom environment but in the same time they are complicated tools which are not easy for everyone to be used, especially for older teachers who are not used to technology. So, the main difficulty that teacher face while integrating technology is that they do not have the proper skills to use technology, and sometimes because of this they avoid using it. Another difficulty those teachers have is that the school does not have the needed equipment to be used in classroom, even though the school where the experiment was held had: laptops, projectors, speakers, most of rural schools do not have this equipment. Another struggle is that the classroom environment is not suitable for some technology tools, i.e. when we use projectors we need a darker environment so the projector can be seen but most of the classroom in Kosovo do not have curtains or a certain place for projectors. Another issue is that there is not enough time to settle the equipment for every lesson, the teaching system in Kosovo tells that students stay in the classroom and language teachers have to go for every lesson to different classroom so this complicates the equipment settlement because teachers have to fix everything before starting the lesson.

In order to overcome these difficulties and be able to use technology in the classroom teachers need to be skillful, so this the reason why they were asked if they had attended any teacher training program under the Government of Kosovo (in our case, Ministry of Education, Science and Technology) or any other training program on the use of technology in language classroom. Five English teachers who were more experienced claimed that they attended a technology training which was focused on Microsoft programs as MS Word, PowerPoint, Excel, etc. while three other teachers claimed that they did not follow any training program but since they are younger they possess good technology skills because they are used to it in daily life and they also had it as a subject in university.

Then teachers were asked if they think that training programs are needed, so they can improve their technology skills and its use in language classrooms. All of the teachers agreed that training programs about using technology in language classroom should be organized in order to help them know how to use technology and how to select the appropriate content for their students.

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As mentioned above, technology use is considered to be very effective with primary school students but teachers need the proper skills to use it effectively. In order for teachers to improve technology skills they should follow training programs that usually are organized by the Ministry of Education, even though some of teachers claimed that they were part of these trainings but these trainings were only for some certain Microsoft programs. As we know technology develops every day more and more, so the teachers need to follow this flow in order to be effective users of technology and transmit their knowledge to their students.

Chapter V: Conclusion, Limitations and Recommendation

5.1. Conclusion

This study was focused on the use of technology to teach vocabulary to primary school students with a case study in the “AbedinRexha” primary school in Skenderaj. The main purpose of the study was to find out if the use of technology to support vocabulary learning and teaching is effective and beneficial for students. In order to find out if the use of technology is effective an experiment was done in the “AbedinRexha” primary school, then a student’s questionnaire about the use of technology during English teachers, and an interview with English teachers’ to find out their perspective and opinions toward the use of technology.

The purpose of the experiment was to make the difference between the traditional methods with the technology based learning and teaching, and it showed that modern methods based on technology use are much more effective and beneficial for students of primary school because students find it more attractive and interesting, it also increases their motivation for learning which leads to the achieving of goals that teachers have for their students.

The students’ questionnaire was about the perspective of students in the use of technology where they answered positively about technology use and most of them think that technology should be used during English lessons because it helps them to improve and develop their vocabulary and English skills in general, they also claimed that technology creates an interesting and motivational environment for them and they want technology to be part of their future lessons. While the teachers’ interview was about the teachers’ perspective on the use of technology where most of the teachers answered positively and claimed that they use technology during their English lesson. Most of them claimed that technology use helps them a lot during their lessons and also they find it very effective for their students. Also, technology use tends to be very supportive on their teaching and helps them to achieve their teaching-goals.

This study had five hypotheses. The first hypothesis has been proven since the technology use to teach vocabulary is considered very effective and successful for students of primary school based on the result of experiment where in the post-test which was held after every lesson of experiment the students of experimental classroom always showed better results than those from controlled classroom. Technology use created a more motivational environment for students where they could collaborate easier with each-other and be more in active role. Also the second hypothesis was proved where technology facilitates teaching and learning of vocabulary to ESL learner because it allows them to be more creative and express their ideas through different online games or presenting programs where they can show their creativity and be more independent on learning. Another hypothesis of this study was that technology based learning and teaching tends to be more effective than traditional method, and it also was proved during the experiment because students who were exposed to traditional method and the same content as those to technology based learning showed lower result in the post-test. The fourth hypothesis was that teachers agree that technology based learning and teaching is more attractive and effective for students, which was proved during the interview with English teacher who claimed that when they use technology their lessons are much more attractive and effective because students show better results and they are more concentrated. While the fifth hypothesis was that students find technology use very attractive and effective which was proved through the students' questionnaire which was held after the experimental lessons where all the students think that technology helps them to improve their language proficiency and that they found it very attractive and interesting.

In conclusion, technology use in primary school to teach English vocabulary to primary schools students tend to be effective and successful for students based on all the instruments used during this study. Also most of the researchers who have studies this field claim that the development of technology has changed the education field too and it is impossible to avoid technology as part of our schools. Technology has offered our students the change to be exposed to different sources of learning and not be only exposed to the teachers' knowledge and lecturing. Through technology a new era of education has started where students can be in the center of learning and teaching where they can transfer from the passive role to active role by presenting, expressing and creating through different tools that technology offers us. Technology use has also affected the relationship between teachers and students and also student-students. Through technology teachers can be more

communicative with their students and be more aware of their students' needs, also it allows more collaboration between peers where students except classroom communication they can communicate after school, through online tools. It is very important that students and teacher use technology in the proper way so they can both benefit and make their learning/teaching much more easier and comprehensible.

To reiterate, technology integration in the classroom of primary school students has these benefits: it increases students' engagements and concentration, it develops students' technology skills, it increases the collaboration between students, it increases hands-on opportunities, and what it more important it increases students' confidence and motivation.

5.2. Limitations of the study

This study has successfully reached its objectives and purposes, even though there are some limitations. Since methods and strategies are very important on teaching a language I think a broader research should be done in this field and I just had the opportunity to do the experiment for only eight lessons because there were summer holidays coming and I had no more time, even though I think I achieved to get good results from this eight lessons and prove that technology is a very effective tool.

The experimental nature of the research design was focused on finding out the effectiveness of the use of technology in vocabulary learning, therefore, it did not cover other linguistic systems such as pronunciation, grammar or language skills such as writing, reading, listening or speaking.

Furthermore, private schools were not part of this experiment since they are more used to modern methods and avoid traditional methods because they are well-equipped with new technologies.

Lastly, the number 95 students cannot be generalizer since a larger number of students and different levels would have made a crucial role on this study.

5.3. Recommendation

This study contains the perspective of teachers' and students' on the use of technology to teach vocabulary in primary school, so in order to have more generalized results I would recommend further researches on the perspective of parents', school managers, and curricula developers who would definitely help to achieve more concrete results toward this issue.

Also, this research was done in two schools, main and parallel school of "Abidin Rexha" in Buroja and Turqec, which limits the results of the study, in order to make a generalization; I would recommend further researches in different primary schools of Kosovo and also make a comparison through different group of students based on their age since this study was done only with fifth graders.

The nature of this study did not cover other linguistic systems but vocabulary teaching, therefore investigating the effectiveness of technology tools in other linguistic aspects such as grammar pronunciation, or language skills such as writing, reading, listening or speaking would draw much of attention and interest by many educators, researchers and English teachers.

Lastly, I would recommend to Ministry of Education of Kosovo to organize training programs on the use of technology for English teachers of Kosovo so they can be more prepared and transmit their technology knowledge to their students.

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Appendix 1

Name _____

Find the correct meaning. Underline it.

- | | | | |
|-------------------|-------------------|-------------------|-------------------|
| a) Travel | to go on a trip | to stay home | to send a letter |
| b) Promise | to tell a lie | to laugh out loud | to give your word |
| c) Lift | to move your arms | to pick up | to watch |
| d) Prepare | to stop | to finish up | to get ready |
| e) Return | to come back | to leave | to follow |
| f) Run | to walk slowly | to move fast | to play a game |

1. Which is the sixth month of the Year?

- a) July b) January c) June d) May

2. Which animal lives in a farm?

- a) Snake b) fish c) sheep d) elephant

3. Match the words on the left with the opposites in the right:

- | | |
|----------|---------|
| 1. Hot | a) sad |
| 2. Well | b) love |
| 3. Happy | c) cold |
| 4. Hate | d) ill |

Appendix 2

DAILY ROUTINES MATCHING WORKSHEET

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

<ul style="list-style-type: none"> get up wash face brush teeth get shaved have a shower 	<ul style="list-style-type: none"> get dressed prepare breakfast have breakfast leave home walk to school 	<ul style="list-style-type: none"> get on the bus have lessons read books draw pictures play games 	<ul style="list-style-type: none"> do exercises have lunch surf the net do homework listen to music 	<ul style="list-style-type: none"> ride a bicycle drive a car drink fruit juice watch TV sleep
---------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____



13) _____



14) _____



15) _____



16) _____



17) _____



18) _____



19) _____



20) _____



21) _____



22) _____



23) _____



24) _____



25) _____

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Appendix 3

Town Picture Test

Name: _____

10

Read and match.



bank



church



cinema



gas station

hospital



library



post office



restaurant



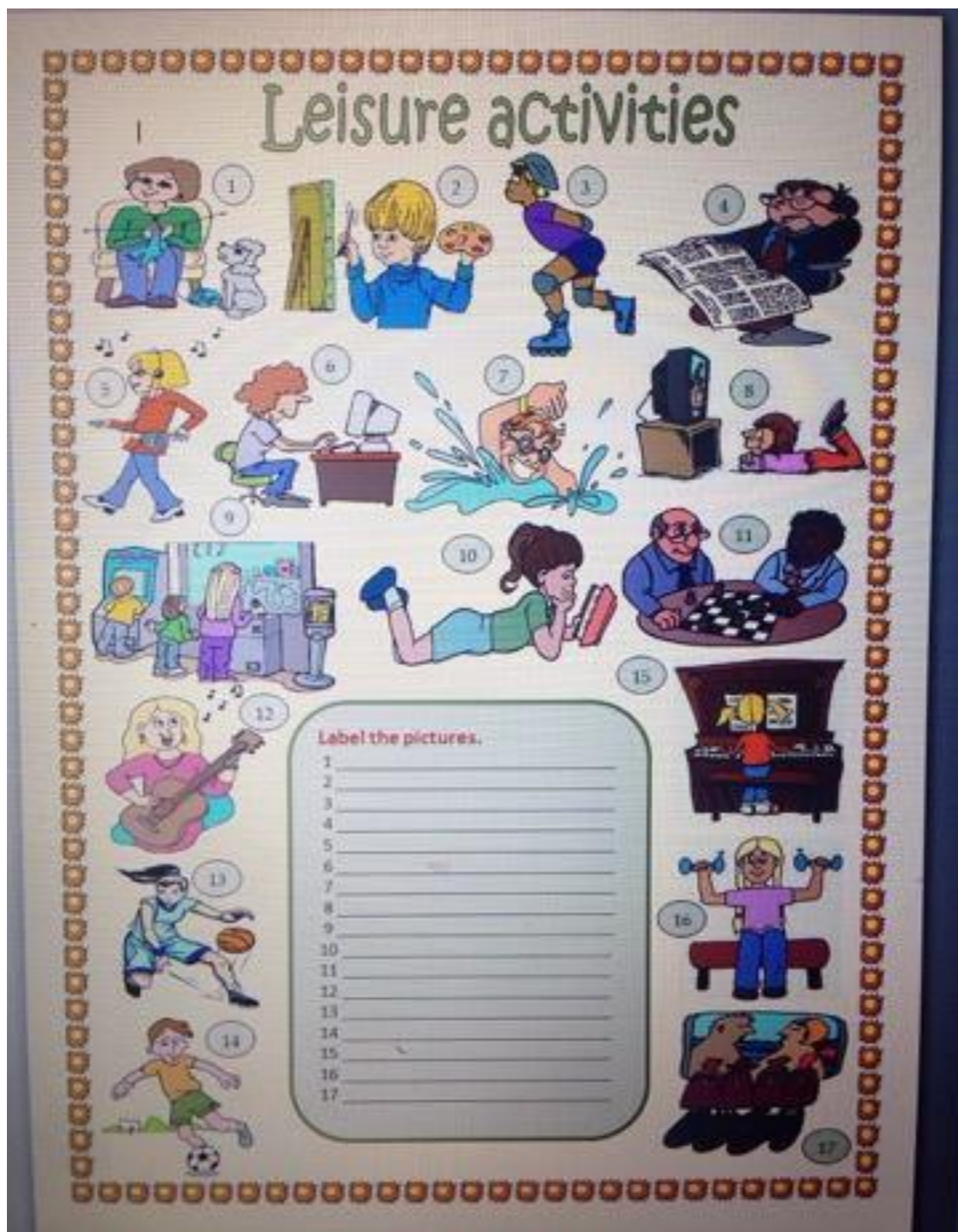
school

supermarket



www.anglomaniacy.pl

Appendix 4



Appendix 5



Appendix 6

READ AND MATCH

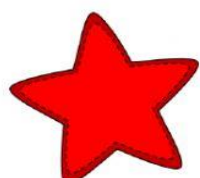
Miss Cecilia



BLUE



BLACK



GREEN



PURPLE



BROWN



ORANGE



RED



PINK



WHITE



LIGHT BLUE



GREY



YELLOW

Appendix 7

1. Do you like using technology in the classroom?



2. What was your favorite part of using technology?

3. What was your least favorite part of using technology?

4. Do you think you understand vocabulary easier by using technology or not? Why?

Yes

No

5. Would you like to use technology in future lessons of English? Why?

Appendix 8

Teacher's Interview

1. What technological devices or technological tools specifically you use or have used to teach English in your classroom?
2. Does technology help you to teach in your classroom? If yes, in what way?
3. Do you think that using technology or multimedia helps you to teach and communicate with your students better than traditional classroom? If yes, explain how?
4. How do your students respond toward technology classroom? Do they like the environment?
5. How do you teach vocabulary by using technology in classroom?
6. What do you think about the outcome from traditional classroom and technologically advanced classroom? Which one is better and why?
7. Did you attend any teacher training program under the Government of Kosovo or any other training program on the use of technology in language classroom?
8. Do you think that training program is needed for using technology in language classroom?

Appendix 9

