



## POSTGRADUATE STUDIES – SECOND CYCLE

### **The Benefits of Blogging in English Language Teaching (ELT): A case study from the High School “Frang Bardhi” in Mitrovice, Kosovo**

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## **Abstract**

The main purpose of this thesis is to investigate the effectiveness of using Blogging in classroom to support English teaching as a second language (ESL).

Due to the technology development and its more and more dominant influence in students' everyday life the topic about blogging seems to be quite relevant to examine as we believe that the use of blogging can encourage learners' creativity, interaction, sharing of ideas and comments and motivate both teachers and learners.

Therefore, this research reports the investigation of using blogging in ESL with high school students of intermediate level of ESL. The implementation of technology inside second language classes through blogs tends to include students in a cycle of attractive activities, it enhances their English language acquisition and their attitudes, moreover teacher become more facilitators and students become active learners. The participants of this research study cover 10<sup>th</sup> grade students' of ESL, attending public school "Frang Bardhi". The students were shown different models of blogs, as another method teaching for the same topics of English as they normally learn from their school books.

Through blogs students were exposed to different activities in ESL, especially to make it easier the communication, understanding and performance of a new language. The aim of this research study by using the mentioned method of teaching is the measure of the students' different and modern ways of teaching. This thesis aim to find out if students' concentration rises when internet and technology was used as a form of teaching? Using blogs as another form of helping students' in understanding rather than by theoretical methods is the main scope issue of the research, and finally finding out of how much students enjoy and change the attitude of teaching through technology tools and social media.

The research was realized by conducting three instruments in English classes: a prepared exam by English teacher in order to measure students' understanding of ESL through blogs, teachers' interview which helps gaining information about students' attitude toward blogs effectiveness in students' concentration and motivation inside the class and a students' questionnaire which responds about their motivation, attitude and help of understanding (SL) by presence of technology and information in classes.

The findings of this research show that blog is an effective tool in teaching and learning a SL, students of this study demonstrate this because they performed better when technology and new methods of teaching were used in English classes rather than being taught only by books. This study reveals that teachers also accepted that changing methods while teaching help students to be more concentrated motivated and understand easier. Finally it was clearly obvious by students' responses through the questionnaires that they really enjoy changes inside the classes, especially in (ESL) ones, they had totally positive attitudes toward this new method in teaching/learning a SL.

**Key words:** Blogs, technology, students, motivation, language, teaching, learning...

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## **CHAPTER I: INTRODUCTION**

In today's world technology provides education with lots of methods; time has shown that these innovative methods are very beneficial to all of us, but in education, the most important thing is to find the most appropriate one, that one method that will be suitable for the teachers and for learners too.

Without a doubt we believe that the most crucial tool teachers can use to motivate their students is by including technology in their classes, most of the teachers that use it, agree that technology facilitates their teaching and learning.

Therefore, the main purpose of this thesis is to find out the benefits of blogging and its use in English language teaching and learning. This research also claims on finding out and giving additional information about new techniques in education, how this technology method can be effective in teaching and learning a second language. In other words, this study is an outline of a clear review of what a blog is, how can teachers and learners use it and what can they learn from it.

Therefore, qualitative and quantitative data were gathered on finding out all these issues. Considering that, any written work that we produce on a paper can be shared with one person and which this person is usually the teacher who reads the students' writings (unless we make copies of it with the classmates) with blogging is the contrary, here we can share our ideas and comments to the whole world immediately, and simultaneously.

Being an English teacher in a place when SL is only spoken inside the class and students do not have it as their first language, creates the need for changing class atmosphere toward language exposure. Moreover, rising students' achievement through teachers' work is one of the key issues and it has an important role in teachers' career and students' future. Found in these positions, teachers' efforts needed to create new ways to make easier students' understanding and performance. Students also want to feel motivated to learn to be exposed to practical teaching methodologies to obtain easier content. Facing such situations, the easiest way to be exposed to practical methods of learning a new language seems to be to listen to it, a path that gives this opportunity to each and everyone is technology and the internet. Moura (2005)



affirms this by stating that “Technology and the Internet are powerful motivational factors to engage students and arouse their interest in the learning process, mainly because it is present in their lives” (Moura, 2016, p. 1).

More specifically blogging is the one that has created boundless opportunities for English language teachers and learners to enhance their teaching and learning process, and it is not restricted by money but is free and easy to use for everyone and everywhere. According to Richardson (2006) the use of a blog is as easy as sending an e-mail.

Likewise, is known as an attractive task and can be useful in teaching and learning, because it enables more active learning and more effective teaching.

A further study reveals that the integration of technology in the learning process is the purpose on clarifying the content, especially because they are updated a lot and change the information throughout everyday changes and occurrences. Moura (2016) pointed out that a new way of helping student to integrate to technology in learning process seemed to be blogs, “Blog is a very common tool and highly available on the Internet, for this reason, our aim is to check if it brings benefits to the English teaching-learning process” (Moura, 2016, p. 1) .

As mentioned earlier, being aware of everyday use of technology for different purposes and the need for being updated in the following world changes for different intentions has become important in this globalization world. People are searching for opportunities that offer them an interactive living life. On the other side nowadays everyone is interested to explore different experiences, which are limited if they only stay and live in one specific place, though the fact that being able to speak English opens the doors of the world for everyone to be part of a larger experienced life, this could be a strong reason for them why to learn it. Moura (2016) claims that people of different places, having different intentions have become together to reach the same goal through globalization, he expands this definition in the following way:

“As a result of globalization, people with different native language started to look for new ways to gather information of the whole world such as technology, scientific facts, other cultures etc. Being one of the

most spoken languages, English is the main link to enable the gathering of information due to it's use in the entire world" (Moura, 2016, p. 3).

This study also implies that facing students at class with the interest to see, learn, experience and expand knowledge more about different things, second language teachers' duty remains to motivate and help them by offering new methods through changes of opening new doors in teaching process by use of technology and blogs specifically until students are independent in using the foreign language outside their classes. As mentioned in Sollars (2007) "It should be remembered that this was a relatively short term project and simply using the "out-of-the-ordinary" blogs may have been enough to initially motivate students to read, write and start to make connections. "However, the key challenge for the teacher would be to sustain that desire beyond the "novelty factor" and into the medium- and long-term" (Sollars, 2007, p. 10).

In such a rapidly developing world one of the easiest ways to keep students engaged in the process of learning is by following the way they prefer the most which some of them are using technology, internet, interactions, debates, games, creation and so on. But mostly the things that might keep them on the right track of learning and being engaged are especially those that they create by themselves. A strong way to make students feel engaged in the process of learning is blogging, as quoted in Sollars (2007) "Finding out the students' past and present experiences of blogging and other online environments will not only help to provide an assessment of their technical skills but will also identify student expertise that could be helpful in the project" (Sollars, 2007, p. 12).

In particular, Sollar (2007) notes that "Offering students clear guidelines and blogging strategies, alongside linguistic help, will help them make sense of the blogging medium and place it within their own framework of online experience" (Sollars, 2007, p. 12). Exploring and valuing students' styles and abilities to learn is one of the hardest at the same time a successful part of teachers' work. Simultaneously one of the most important key facts that teachers would be appreciated to find out is exploring in students' world until the most appropriate method to be adjusted in their world is found. "However if the goal is more meaningful and

sustained communication through the commenting process, they also need to be explicitly equipped with a wider range of commenting techniques” (Sollars, 2007, p. 11).

### **1.1. Background of the study**

Integrating English as a second language and making it useful into students’ lives is one of the most hardest and important things that a second language (SL) teacher can achieve inside the class. Facing the reality when students are exposed to SL only when they meet their English teacher, many times teachers look for another opportunity to use as a helping and facilitating tool about their job. Knowing the fact that our students nowadays are exposed too much to technology tools, one of the ideas that teacher tend to integrate in students’ everyday life is to push them in the position of using internet to learn, create and explore. Blogs are interesting to be accepted as a new technology tool when you can update, create, comment even be liked by others through your work. Finding them in this situation students often feel encouraged to continue on in doing such a great work at the same time to progress language level without being aware of. Lamonica (2010) also reported that:

Technology can be used in the literacy classroom in a variety of ways to support and enhance instruction. Integrating technology into literacy instruction is becoming increasingly important as teachers are faced with creating a literacy environment that is appealing to a wide range of reading levels and learners, and the world is becoming one of technological literacy and global communication (Lamonica, 2010, p. 3)

One way to integrate technology in SL class is through blogging. Blogging allows teachers and students creations like writing, literacy, reading, art, vocabulary, fields those that provide students to opportunities to connect with real audience while learning. Being in situation when real things happen and people seem interested in students’ writings and literacy comments or productions the engagement, also confidence of them tend to be raised and stable through new learning styles. “Increased motivation and engagement in authentic activities will encourage students to write and strengthen their literacy skills, while enjoying learning and interacting with peers as well” (Lamonica, 2010, p. 4) .

Technology have already found its' place in everyday life of each and everyone, allowing to make our world smaller through exposure to different materials easier. The only concern left for teachers' today is the expose to the right form of information, since internet is another tool of learning yet to be proven. Students and teachers have no more thoughts about real and ready materials of English since it has to be taught as a SL. Internet is already proving that if used in appropriate way, it is a source of information which offers broader information than books. Blogs especially allows students to explore and being exposed to a lot of new information at the mean time. "Setting up or maintaining a blog it does not require high technology expertise , it needs only to be familiar with online tools for teaching or learning, so blogging it would be just a natural addition to your knowledge repertoire" (Mohamed, 2016, p. 10)

Blogs are very well known already as significant feature of promoting English teaching, including many parts of it but specially vocabulary, writing and reading skills. Mohamed (2016) quoted that "Teaching English as a foreign language encompasses basic elements which are considered as the artery of successful language learning" (Mohamed, 2016, p. 18). Being useful and using internet as a mean of developing knowledge allows blogs members to expand wide language umbrella of contenting large and meaningful SL contents with the main purpose of communication in the main point. To be able to create a relation with native speakers of a specific language is a very helpful fact for students, in specific for those that are far away of a SL speaking country, though blogs are very good opportunity to find the communicating solution. "Blog enable its users from the possibility to host discussions or projects. In blogs the author is allowed to shares opinions, insights, and link to related sites of interest as a sort of videos, images, podcasts, or any other type of digital media" (Mohamed, 2016, p. 6).

Not only being able to communicate and share knowledge and information through blogs give the chance of interacting about a very specific theme to a broader debate, but by using blogging can offer students the opportunity of the development of critical thinking. Thinking critically is an important factor of expanding knowledge and learning from people all over the world. Blogs allow also sharing links of different broader facts of a specific topic.

“Furthermore, Blogs are accessible to all who might be interested in making contributions in a relatively lengthy period of time, without moving physically or attending face-to-face classes” (Mohamed, 2016, p. 19).

Looking from wider to narrow paths that internet and technology offers us as teachers and students especially of English can be considered that many opportunities like opened doors are waiting for us to embrace and contribute for a better teaching/learning process.

## **1.2 Significance and purpose of the thesis**

Considering the level of the students in our schools in an SL which is taught only inside the class, it is considered important by the teachers also that another supportive tool is very important to be present in the class. Since technology has affected a lot of students’ and every body’s’ life using it in a broader way related directed to education it is more than welcomed in English teachers’ classes. In order to improve the process of teaching and learning many teachers accept that not only books are necessary for covering the traditional method of teaching; a new modern method like blogs seems to be not only needed, also liked by students.

Blogs allow students to improve their level of SL, which is spoken all over the world. The best part of using blogs in teaching is not only engaging in something students would like but blogs are like live learning, people are online, they share, comment, help, update, improve others, give feedback, and share links of broader information. It was also reported by Mohamed (2016) that all the facts that are a strong point of pushing students forward in learning can be found and supported by blogs use. “Setting up or maintaining a blog it does not require high technology expertise , it needs only to be familiar with online tools for teaching or learning, so blogging it would be just a natural addition to your knowledge repertoire” (Mohamed, 2016, p. 2)

When students start high schools many times they feel like lost when it comes to SL because of the higher level of language, they might feel like they cannot handle the new challenges. Now the situation seems to be in teachers’ hands if picking students up by facilitating learning and motivating them to let them feel like they are not able for something new. Using only the traditional methodology in teaching is not helpful at all when we want to push forward the

language to another level. Indeed, students need to be exposed to new materials and methods according to the English level. Facing such a situation both students and teachers need to move forward to success. Finding success together with students does not mean just presenting them a new way of teaching, but making them change their way of learning, also not losing the sense of time and right choice moving to lack of awareness toward using technology just in their free time.

Blogs do not offer just another web, they offer much more toward broader knowledge, according to Squires (2010) "General discussion around blogging suggests blogging can be good for reasons of self-expression, communication, sharing of ideas and reflection. Undoubtedly, the students could see the worth in receiving comments as it helped them to see their mistakes more easily" (Squires, 2010, p. 41)

On the other side, motivation is considered and analyzed as a key factor in students' participation into class activities. Many times teachers try their best to make students feel familiar with the new class, a higher level of subjects' topic or even new methods of teaching. However that does not seem to be enough to please students in the scale of attaching their interest, with students' right behavior, motivation and engagement in the class whatever you tend to offer tends to be easier to be taught and easier to be explained. Covering these conditional issues nowadays the best way of making students feel comfortable with learning is investigating in their interests and styles of learning, by offering the easiest adjust methodology of teaching and learning. Motivation factor was also reported and discussed by Bambirra (2017) according to him, "Motivation is conceptualized and discussed as participation and the unit of analysis is observable behavior, activity. In other words, the students' attitudes towards the English course and their level of engagement to the learning activity performed by the group will be the observable behavior to account for motivation" (Bambirra, 2017, p. 1)

Through the significance and purpose of this research study, a report is presented as an easier way of engaging students in the process of learning, presenting modern methods to help them be on the way of a useful process of creating online sources known as blogs. Blogs make easier for students to learn, collaborate and have fun at the same time while using the internet for

educational purposes. Being aware of the fact of the online world is being developed more each year, learning through it is moving to another level and expanding knowledge with the main intention of not making learning boring for our new generations, also making them feel adjusted inside the most important source of education called school.

### **1.3 The structure of the study**

This thesis is developed in five chapters. Chapter one provides a general introduction and generally deals with the background of the thesis, significance, and purpose of the thesis and structure of the thesis.

Chapter two deals with relevant literature reviews and studies directly related to the general usage of audio and visual materials in a second language lesson. The first part of it includes the history of technology used inside the classroom, second part of it includes the implementation of blogs as part of education and classroom, the role of blogs in motivating students to learn, the importance of blogs in advancing students level of learning and so on.

Chapter three discusses the methodology and study procedures. It introduces the research design, participants of the study, instruments and data analysis.

Chapter four presents and discusses all quantitative data gathered from the questionnaires and post-test proficiency scores through different activities directly related to language skills exercises and compares them with reference to the research questions and hypotheses.

Chapter five as the last of this research deals with the overall conclusions of the study, its limitations, and recommendations for future research studies.

The relevant references and resources used in this study are presented in the bibliography section and appendixes are structured by the end of the thesis.

## **Chapter II: Literature Review**

### **2.1 Introduction of literature review**

This chapter covers the review and analysis of books and other sources written and researched earlier, related directly with the theme of this research paper the use and benefits of technology and blogging in ELT. The chapter includes the information of: the history of technology use for educational purposes, the history of implementing blogs in learning process, the role of blogs in motivating students to learn, importance of blogs and technology use in advancing students' knowledge, whereas the last part highlights the changes achieved in learning process by using blogs over by using only books inside ELT classes.

### **2.2 History of technology use inside the classroom**

The role of technology is to facilitate the process of exposure to new information. The main intention of it tends to be the way to not struggling when facing any new information in general and in learning specifically. "The role of technology, in a traditional school setting, is to facilitate, through increased efficiency and effectiveness, the education of knowledge and skills" (Courville, 2011, p. 3). Any time that technology is applied at school, both teachers and learners are seen as learners. They are exposed to a large source of information so students seem to face different an increased level of understanding of planned effective learning through practical activities that technology tools offer.

The era of learning by using technology in classes has change a lot the process of teaching, by helping teachers and students. By using technology inside the class the atmosphere that students understand better any taught content change for better outcomes. But the main issue of using technology for educational purposes is the identification of appropriate tools to be used by teachers House (2015) also accepted that "The extent of the effect may be dampened



by the level of capability of teachers to use digital learning tools and resources effectively to achieve learning outcomes” (House, 2015, p. 16).

Digital technologies can assist for teachers and students in overcoming challenges and struggles toward unknown information. It not only helps by easier exposure to information but also to listening and other language skills. Since technology started to be used a lot of fields have experienced many changes including education too. Knowing that education needs considerably a lot of practice, technology in general offers a lot of activities which may include many subject areas. In those conditions technology covers all in one activity, offering listening, writing, reading even speaking. The internet also allows everyone to be in touch with different people also, native speakers, whereas blogs help students to be updated with the information also to update them for others.

According to Courville (2011) technology through the internet has made a lot of changes, which allows people to create their online community to learn and share with a lot of people at the same time for a very short time.

Internet based technology allows for teachers to form their own learning communities that are not confined to the local school site. For example, science teachers may use a wiki or content delivery system to network and share information with teachers at other schools both within and beyond their local school district (Courville, 2011, p. 4).

Using traditional forms of teaching gives students and teachers the chance of only share information inside the classroom, without having the idea of what is the other school or city doing with the same content. Whereas technology tools open many doors of seeing outside the box, like what are others working and how they are sharing knowledge, for specific educational content or general language study area. Being able to learn fast, share and see more teachers and learners are trying to use easier and faster ways to new knowledge and new ideas as more as they can. Tools like technologic ones give them a lot of chances to change for knowledge in an easier and faster way, even gaining new ideas for a very short time. Sharing knowledge with

others through internet also helps in leaving aside the geographical distance as said in (Courville, 2011, pp. 5,6)

Besides the visualization of content in which they have low prior knowledge, students can also benefit from distance learning, much like their counterparts in the teaching profession. Technology can be used for classes to communicate with other school sites and/or allow multiple classes to attend hosted web conferences and seminars.

Not only that technology raises students' interest to learn and facilitate the learning process but also its' use can help in reducing gaps in teaching and learning. "There is indicative evidence that the use of digital tools and resources can help to reduce gaps in subject attainment when they are effectively implemented" (House, 2015, p. 6). From very early ages in the education fields, the need for changes in the class was obvious, especially in universities when students wanted to obtain that practical knowledge of the chosen profession. While students facing gaps and struggle teachers' responsibility to help them started being raised by passing time. As said in (Miller, 2014, p. 1) "The curriculum of technology education was designed to meet the needs of mature students who planned to enter industrial employment after graduation". But the need for having a broad source of knowledge and ideas was not very popular for all when the need of practicing knowledge started to show up.

It is interesting to note that during the period of mechanization, which was during the late 1800's to the mid 1950's, technology programs existed in only six institutions of higher education which were Bradley University, Alabama A. & M. College, West Virginia State College, Kansas State College, Arizona State University, and Southern Illinois University (Miller, 2014, p. 1).

Apart from very early ages when the history of using technology for educational purposes showed up, nowadays the need of using practical learned knowledge in everyday life is not only needed, it is common already in our schools. Now the key issue of it stands to be the

motivation of students in keeping doing it.

These tools can enable the design and completion of experiments with available supervision and teachers can use online resources for support as they explain concepts. Perhaps most importantly, the use of technology tools has been shown to increase students' motivation to learn science concepts and skills (Murray, 2016, p. 7).

### **2.3 The History of Implementing Blogs in Learning Process**

Knowing the effect of web and internet which facilitate a lot of the process of sharing information to a lot of people within real-time, blogs, as claimed in Anderson (2007) are growing their use to billions of users. "Within 15 years the Web has grown from a group work tool for scientists at CERN into a global information space with more than a billion users. Currently, it is both returning to its roots as a read/write tool and also entering a new, more social and participatory phase (Anderson, 2007, p. 2)" Blogs now seems to be as a specific and important tool to be used in classes as independent interactive source of helping in growing knowledge in and outside the class. Studying needs strong support for a long time in order to succeed in any specific field, but when it comes to a new language in specific in communication this support turns to the need for a lot of practice. Facing concentration issues inside language lessons pushes teachers to be able to choose the right tool as support for effective teaching means finding the key of students' success. "Despite their interest in and eagerness to use technology, many students are expected to be motivated to acquire skills and learn content in subject areas that are part of the elementary school curriculum without the use of technology" (Murray, 2016, p. 11).

The ability to use blogs is the capacity to exchange your knowledge from using what technology offers you, to create new things for others and yourself. Blogs offer a lot of opportunities for not letting students being bored while learning new things. When creating blogs at the same time students understand the difference between using outcomes and creating them through the paths given by technology.

Distinction is the key to understanding where the boundaries are between 'the Web', as a set of technologies, and 'Web 2.0' the attempt to conceptualize the significance of a set of outcomes that are enabled by those Web technologies. Understanding this distinction helps us to think more clearly about the issues that are thrown up by both the technologies and the results of the technologies (Anderson, 2007, p. 6)

Usually, when it comes to learning something new, students think of reading and memorizing from the books. Being used to this same routine they often try to find other ways of not getting bored by trying to learn new things. Blogs are the best example from staying away of the older ways of being attached to new information also pointed out by Courville (2011). "In terms of databases and their direct impact on students, changes can be expected, as educational standards begin to focus less on the memorization of knowledge, but more on how to find and evaluate knowledge" (Courville, 2011, p. 8). Being found on a situation when the only left opportunity of helping others not getting bored by the situation is left the activity, teachers many times feel like hopeless. Many times it happens because they are not able of transmitting knowledge or lack the improvising situation. "Social computing also enables educational institutions to intensify their collaboration with other organizations, across borders, language barriers, and sectors" (Punie, 2009, p. 11)

Social computing is another innovative form of teaching and learning process; it offers teachers and learners a lot of newly opened doors of informative sources to improving and rising general knowledge, language specifically. Through social learning, sources students are not set boundaries of accepting and declining thoughts on knowledge or topics just inside the class. By using blogs through social media their path to broader communication is opened outside the class, their school, their city even their state. "They have to be open to new assessment and grading strategies, foster and integrate new teaching and learning models and embrace the opportunities offered for transversal and peer learning among their staff". (Punie, 2009, p. 12)

Through blogging all the school stakeholders can be included in giving feedback, peer working,

assessing, debating and included in a whole large circle of sharing knowledge and helping each other. This is the main reason why technology helps and improves teaching, it's also important to be part of a never-ending life process like learning.

## **2.4 The role of blogs in motivating students to learn**

Motivation is the most important key issue that teachers face in their everyday life work nowadays. Many times students feel like not motivated or not interested in learning. Anytime they do not like the topic, the activity or they just do not feel like being part of the process. In these conditions teachers tend to search, think and find the most appropriate way for their students to make push them being engaged in the process. Since technology is part of their everyday life already and most of students do like to spend time on it for different purposes, already teachers adjust students' needs and wishes in something more important like motivating in learning. "Social computing supplies learners and teachers with a wide variety of didactical and methodological tools that can be fitted to their respective learning objectives and individual needs with a positive effect on their performance and achievement" (Punie, 2009, p. 10). Class environment plays an important role of student's psychology about concentrating and learning easier as said in (Kinde, 2007, p. 7).

Establishment of classroom conditions in which students are motivated to learn academic course content continues to be an important but elusive goal of educators. Teachers and administrators from all academic disciplines are continually perplexed by some students' limited efforts in the classroom (Kinde, 2007, p. 7).

Struggling in making students feel appreciated and important inside the class continues to be a challenge for teachers. In the other side the ability to help them academically achieve according to their needs and abilities, is the key issue of overall teaching process, so teachers are trying to use different ways of activities and methods in making everybody feeling part of the class and whole teaching process. "Motivation is a desire to accomplish a particular goal, combined with the energy and intelligence to work towards the goal" (Kinde, 2007, p. 10). Sometimes the only

students' need is to help them finding their appropriate way toward success. Whereas success cannot be achieved only by wishing to have it or see it in a specific field and motivation to work in achieving success is the key to the final step. "The individual goals that are strived for through learning and achieving in school can be situated on two dimensions: intrinsic versus extrinsic goals and immediate versus future goals" (Kinde, 2007, p. 10).

According to the goal that students put for themselves achievement toward success, that much they feel motivated and strive for success. But the teachers' role in helping them toward their achievement is bigger than the students' one. It means that according to teachers' interest to work and help students in being motivated that much students' impact on being interested and motivated in learning grows or lowers. "The more learning is rewarding and enjoyable and the less it is boring or anxiety-producing, the more students will seek it for its own sake. Therefore, students' experiences in classrooms-motivationally and emotionally-are crucial to their attitudes, behaviors, and achievement" (Kinde, 2007, p. 12)

Methodologies of motivation have an important role in making students feel motivated inside the class. Through the teachers' strategies usage to motivation, students' interest in learning and engagement mood change. In these conditions, blogs play an important role in offering different activities at the same time on just one web page.

These forms of online writing led to the practice of different language skills and contribute to students learning. As such, the blog is a good tool to fuse technology and writing inside and outside the classroom. Because their format is similar to a personal diary, where recounting interesting experiences and events is prevalent, blogs provide an arena where self expression and creativity are boosted (Awada, 2014, p. 17).

Going inside the class with the thought of a kind atmosphere and a supportive teacher, students' attitude toward learning changes to a very joyful and positive aspect of obtaining easier new particular topics. "In classrooms that provided a significant positive affective climate, students reported considerable intrinsic motivation, additional help-seeking, positive emotions

related to content and significant perceptions of task-specific competencies” (Kinde, 2007, p. 18). If teachers are aware of giving students a hand to support their needs in the educational process, they can affect a lot the whole learning process by taking it to a completely new level of wanting to learn instead of being obligated to.

Cooperation, rather than competition, fosters a supportive social context.

An emphasis on cooperation, through group work and encouraging students to help one another enhances personal relevance of content, intensifies its interest and increases students' commitment (Kinde, 2007, p. 18).

## **2.5 Importance of Blogs and Technology Use in Advancing Students' Knowledge**

Helping students to raise their level of knowledge is the most meaningful and significant role of a teacher. Nowadays the most important issue of educators remains the ability to use the teaching material purposefully according to students' needs and abilities. Pointed out in Courville (2011), integrating technology inside the class in order to make the teaching process engaged and active one seems to be the teachers' issue.

Technology can assist students in the visualization of previously unfamiliar content in a manner which assists in learning. For example, multimedia presentations, which utilize multiple formats of media, such as images, narration, and text, can be used to assist students in concept visualization (Courville, 2011, p. 5).

Meeting students who mostly learn by doing, technology and blogging offer the best possibility for them by giving chances of creating their own pages and being integrated into learning with a wide range of students and teachers around not only inside their class. Blogging allows teachers and students to learn and teach by posting, giving feedback, comment and communicating for a specific topic.

Though past literature has shed light on the ways blogs can be used to encourage language learning and learners' participation in writing practices, little, if any, empirical research has been done to examine how interactions in blogs help EFL graduate students develop academic writing knowledge and writer identities (Sun, 2012, p. 2).

As proclaimed in (Puschmann, 2014, p. 1) blogs cannot be used only as advertisement sources. They are also used as a source of knowledge where anyone can be part of it by learning, giving feedback and sharing knowledge through them.

Specialized platforms, also universities and research institutes offer blog hubs for academic content, while other bloggers rely on commercial hosting platforms such as wordpress.com and blogger.com. Blogs can be used for different kinds of exchange around scientific information. In some cases, science blogs have triggered relevant academic discussions among experts (Puschmann, 2014, p. 1).

Being able to use blogs in another form of teaching academic content rather than as a source of the internet can really be successful for teachers' and students' careers. Using blogs as part of critical thinking and the academic source is the highest part of achieving habits of learning independently. Many times when integrating technology inside the class to practice new topics in learning is very hard for the teacher to check everybody's actions of how the internet is being used. So another issue of the teacher is teaching the habit of learning independently. "It's needed to trust the students and give them enough room to grow in order for this experiment to work. Many teachers, many people in general, fear change. For this to work on a larger scale, we need to put more trust in these young people" (Kinde, 2007, p. 53).

However technology can assist in visualizing unfamiliar content which leads to an easier way of exploring any struggled content. Multimedia offers a lot of examples which might be identical or similar to a topic related to school curriculum that students find hard or elusive. Another factor of making education easier and wanted through technology is financial and distance



issues. By using multimedia the whole class finds each other easier through online sources. A lot of books and articles instead of bought are easily accessible through online sources.

Besides the visualization of content in which they have low prior knowledge, students can also benefit from distance learning, much like their counterparts in the teaching profession. Technology can be used for classes to communicate with other school sites and/or allow classes to attend hosted web conferences and seminars (Courville, 2011, p. 6)

The integration of technology in education process and its' role in students learning and motivation has changed a lot the whole process, moving knowledge from a very limited process to a very wide one. "While it may be unfeasible to arrange a field trip for even a few students, all students with access to the internet can use three dimensional and geographic programs to figuratively walk through a distant area" (Courville, 2011, p. 5). On the other side the role of blogging in advancing knowledge, is a great opportunity about doing academic research, writing, reading and communicating. Blogs provide the kind of chance that students do not even know how much of information they are exposed to they just get lost on the activity of commenting and reading others' work, that sometimes it's hard to even to separate feedback from chatting. "Blogs have become one of the best-received applications in the Web 2.0 era and have fundamentally changed the way we use the Internet, from mostly information consumers to information creators and contributors" (Sun, 2012, p. 1).

In order to be able to use a blog we need a huge acknowledge of technology field which later enables us to be blog creators and users. If students get used to using technology and blogs that means, education is important from them and their knowledge has been advanced to the level of being creator, critical thinker and advisor. Students who use blogging as source of sharing and obtaining knowledge belong to the group of people who are changing education process according to worldwide changes in the education system. "Blogs may be regarded as constructivist learning environments, for they provide their users with opportunities to reflect on their experiences, posing contradictions, addressing misconceptions, and negotiating ideas with their readers" (Sun, 2012, p. 3)

## **2.6 The Changes Achieved in Learning Process by Using Blogs Over by Using Only Books in ELT classes.**

In ELT classes almost all the time students face something unknown and not listened earlier. Using only books and a simple school curriculum it is not enough for students learning a foreign language to which are exposed only inside the class with the help of their teacher. On the other side from teachers' prospective, they also need strong support from all school stakeholders in order to maintain the appropriate teaching atmosphere through students' needs. However not using helping tools to teach a foreign language is a hard situation for students even harder for teacher who is not a native speaker of a specific language. Even harder is if students are not able of controlling their motivation and concentration in situations of not understanding the content and meaning of any specific topic. Facing those kinds of situations the need to visualize content is more than just needed.

Emerging technologies can have a far-reaching effect on how teachers teach and learners learn. The ability to harness these technologies in the design of online classrooms can impact the engagement of teaching and learning by creating more options for learners to connect with course content as well as to other learners (Hirtz, 2008 , p. 1)

As much as it is important to integrate technology in teaching ELT lessons, that much is important the chosen methodology and appropriate ability of using and presenting it in the most accessible way for students Aggen 2012 also noted that "The importance of understanding digital communication and teaching with technology is vital in order for our students to maintain a competitive edge in their educational success and relationships during their school years and beyond" (Aggen, 2012, p. 3). Knowing that technology now is part everyday life of each and everyone, it has attached a lot education system in general but teaching and learning process in specific.

Nowadays in our schools from very early ages students know how to use a digital phone, how to find their favorite song or movie even they know a lot of another language expressions depending on their taste of watching movies. So the importance of knowing how to use the technology by integrating it in students' educatory life seems to be a facilitation as well as challenge for teachers.

The major problem with students and their cell phones is that it draws their attention away from the subject matter being taught. It can also draw other students in, or irritate them as they try to pay attention. Therefore texting during class might be a concrete example of students' disengagement from classroom learning (Aggen, 2012, p. 21)

Sometimes working on a specific curriculum which conclude perfect topics according to students needs is not that important as the ability of teacher to convey specific targets to the best way of understanding easier the content in order of learning easier, this assertion is also confirmed by Yadav (2011) which shows that: "Professional development in ELT is sharing and learning new ideas about how to teach, carry out research and develop scholarship as ELT professionals through different means like journals and other print media, conferences and workshops and joining professional network" (Yadav, 2011, p. 2). Since networking and sharing information without spending much time and saving financial sources has reached its' highest scale of usage teaching system changed too in moving and becoming a new but practical way to teach and share through technology devices. Those changes seem to be liked as well as more practical for students also, who tend to be more interested to learn in a different way rather than using only books and limited contents.

Teaching English language means getting updated regularly with the new and effective methods and approaches, materials and practices that can be effectively and creatively incorporated in English language teaching. And blogging provides the bloggers and readers with the updated information and best practices in the pedagogy basing on true experience, knowledge and research findings (Yadav, 2011, p. 2) .

Activities that teachers think to carry in the classes as professionals of teaching in order to convey them personally to a large number of students now can be easily conveyed to all of them in once and for a shorter time by using blogs. "Either in the classroom or in the professional association created by them, be it group discussion, collaborative learning or dealing with large number of students in a class, the blogging can be the best and effective tool to solve all the problems" (Yadav, 2011, p. 2). Coping with different methods activities and real facts that technology offers to every user, it can be conveyed that technology has affected a lot education process and learning in general. Students now have a broader and great access to every theory, fact or practical method about being informed only by doing simple research rather than waiting what teacher or the school book is offering to them. Knowing and experiencing this situation every day with our students in our school it can be said the technology in general and blogs in specific has changed and affected a lot the teaching/learning process. They affected changes on students in making different choices while thinking or giving responses and/or comments also when decide on speaking on a specific topic.

## **CHAPTER III: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction of the research design and methodology**

This chapter deals with the description of the study regarding using blogging inside the English lessons in order of motivating students SL. In details it examines its' effect on supporting and helping students to learn. This research covers the effect of blogs with 10 grade students, in supportive aspect of understanding easier any specific SL content according to high school curriculum. It provides gathering results of (qualitative data) a test with students and (quantitative data) students' and teachers' questionnaire. Furthermore, a detailed description of the usage blogs in English lessons through research will be showed containing, population and sample, data collection instrument, procedure and findings in the ESL.

### **3.2 Design of the study**

This study is realized by using qualitative and quantitative data in order of gathering formal different results. As qualitative data an English test was held with students, whereas as quantitative data questionnaires with teachers and students were used in order of proving the help that blogs offer during teaching/learning process. The chosen participants were selected intentionally with the main purpose of their second language proficiency and help of extending knowledge when they started high school. Two classes in total of sixty students followed the same procedure of teaching process, using the school official books and curriculum, whereas their procedure of learning at home changed. In the other hand students were taught that another form of enjoying learning at home through blogging is possible. In order that the research to be completed a list of activities like extra exercises at home were practiced through blogs.

Using only schools' books during English classes, given by Ministry of Education in Kosovo, but using them in another form through the use of blogs like new method, students declared to be much more interested in learning. Being based on the main topics of the book like: present simple, present continuous, past simple past continuous use but through reading comprehension, ask and answers, writing forms, speak ups and quizzes students all the time had homework of creating something according to the learned content at class. If during the second language lessons was learned about present continuous through reading comprehension than students had to ask and answer, as a homework they had to find a similar reading part post it on their class blog, ask questions and answer online with the class and/or giving feedback to each- other. In another form if students learned through grammar rules and examples past continuous, as homework they had to write a simple essay using past continuous online on class blog, at the mean time help and give comments to friends. The instruments collected and gathered by this study were many:

- Showing and describing books' topics content

- Teaching technology through teaching SL
- Posit online questions
- Giving online help and feedback
- Create and use personal and class blogs
- Writing essays
- Final test with the students
- Questionnaire with teachers and students

### **3.3 Research Questions and Hypothesis**

The main purpose of this research study is to investigate, show up and report the importance of the of using technology in supporting teaching SL specifically the effectiveness of using and creating blogs as an online meeting for teacher and students to share information about learning and exploring knowledge easier. In order of gathering very strict and real information about this research, the study was based on these research questions and hypothesis:

#### **Research questions:**

- Does the use of blogs increase learning a second language?
- Can blogs be considered as a new tool to maintain the desire level of students' and teachers' education?
- How does the application of blogging influence the students' language learning skills?
- Why it is important to apply blogging in teaching and learning a second language?
- What are the benefits of using blogs in teaching?
- What competencies can students achieve by applying blogs in ELT and ELL?

#### **Hypothesis**

- The usage of blogging in ELT facilitates teachers' job
- Through blogs teachers can organize learning environment as they need and want
- Blogging in education improves students' communication skills, comprehending ability, creativity and social ability
- Students have positive motivational outcomes when blogs are used as a tool in learning a foreign language
- The use of blogs expand students' skills and make them being more focused on learning

### **3.4 Population and sample**

This study took place in high school gymnasium "Frang Bardhi" in Mitrovica/ Kosovo. This school was selected because of the students' English proficiency. The selected students were carefully selected by me, they were at the 10<sup>th</sup> grade, just started high school. These students were target of the research study because of their need to be supported by second language teacher to make it easier broader learning now that they changed the school and the teacher they got used to be taught by. They were between ages 15/16 years old and their English level proficiency was considered to be pre-intermediate. Two 10<sup>th</sup> grade classes were selected to be included in this research, in total sixty students, thirty two females and twenty eight males. According to the structure of the study and being based on school book and official school curriculum also both classes were taught the same content from the book, whereas blogs and technology sources were used as added materials in order of supporting and motivating students to learn second language. The research was developed during six weeks of normal learning process which means twelve English lessons since 10<sup>th</sup> grade has two second language lessons per week. The main topics developed during these lessons were: "present simple tense", "present continuous tense", "past simple tense", "past continuous tense", "reading comprehensions", "essay writing". Being based on official English school book, the needed

instructions for each topic were given as followed the book, but extra exercises and homework were all developed through class blog opened by one of students of the class.

The reason of choosing these topics was because students needed more time in explanation and exercises in order of being able independently to use different English tenses in order of performing better and being able to fluently read comprehension, create sentences or being able to use these sentences on a written essay. Not being able of giving them extra time during school lessons, I decided to help them by making the class together at an English online meeting through blogs form their homes, also I was part of the meeting too by observation and giving feedback to them. Using a class blog students wrote on English, gave examples using English tenses, found similar reading comprehension parts and made comments on them, questions and answers too.

### **3.5 Data collection procedure and instruments**

#### **Procedure I**

Based on the school book students were introduced to forms and formula of present simple tense through reading comprehension and teachers' explanations. Students read, ask and answer and use present simple tense to create simple sentences also comment and give feedback to each other. The first lesson also includes the forms and methodologies of how to use and create a blog (see appendixes). Whereas homework is given to search for similar reading comprehension, post it at the class blog and comments about the texts online.

#### **Procedure II**

Present continuous is developed and its' explanation is given through written exercises inside the SL class. Sentences and formula of the above mention tense are given to students through sentences at the same time by writing short texts as a form of essays. Whereas students have to use the examples and create sample text about present continuous tenses but the topic was



chosen by students that read and commented during the lesson. As homework inspired by true personal story students had to write an essay using present continuous tense and post it at blog class, the teacher will be part of online to give feedback.

### **Procedure III**

As normal past simple was presented to students through their official school book through reading texts and ask and answers. The text was read from students and they were asked to comment on the meaning of the text also speak up with each-other through book questions. Then the teacher asked if they can identify the English tense used on the text, afterward, formula and detailed explanations came up by the teacher through different examples and sentences. As homework teacher asked students to do online research in order of finding exercise online sources of past simple tense and put the links on the blog. In this way, through online checked exercises, all the class will try a new form of exercising grammar and a specific English tense and students will compare their results online also with each other.

### **Procedure IV**

Past continuous tense followed to explain through book exercises as normal. Students read, translated, spoke up and commented on the tense, teacher and each other. The lesson procedure was normal for students but they were waiting very excited about the form of homework this time, which they were expecting very happy. This time students' homework was to do research and find out how an online English quiz is created, use a sample and create their online quiz in which they will include forms of Past continuous tense which might be: sentences, short texts, filling the gaps or others. These quizzes were posted on their English class blogs so students can exercise, compare, learn and from each- other and their results.

## **3.6 Instrumentation**

Different activities related to motivation of students in learning SL while using technology and blogs were applied. Through activities mentioned above realized by laptops, internet and specifically blogs, research and measurement of students' knowledge achievement, enjoyment, self-esteem and motivation were achieved. To make it more real and persuasive a

final test was held with students related to the above mentioned topics in order of measuring their obtained knowledge with the use of technology tools and blogs. Also as a final step like, questionnaires with students and teachers were held as quantitative data in gathering results about their thoughts of blogs use for learning purposes. Seeing if according to students' responses the use of blogs helped them in following the topics material learned at class and home also, if it helped as an example of remembering longer and easier ESL content, also if the form of doing homework while chatting and posting was much more joyful than traditional forms. Teachers' questionnaire was held to see if use of technology helps them to control students and their lessons situation in general. All the research planed activities were developed during one week each which means two lessons per week. Whereas final test and questionnaire were held on last two lessons of planed time of the study.

## **Chapter IV: Study Results and Discussions**

### **4.1 Introduction to study results and discussions**

This chapter covers results and analysis of qualitative and quantitative data, gathered for six weeks research and study with students and teachers. The analysis start with the description and benefits of using technology in general and blogs in specific while teaching a SL in a place where students are exposed to it only at the school. The thought of using blogs to help students learn was proven by quantitative gathered data through English test with students, furthermore quantitative data shows that blogs were useful by questionnaires held with students and teachers also.

### **4.2 Blogs usage description**

The idea about doing something different in order of teaching English as SL in a place where students are exposed to the language only inside the classroom came because of this reason, to be exposed to it wide more than only inside the class in terms of learning. At the beginning I told

students that they will be learning English in another way for sometime exactly together will try another way of teaching and learning at home. Blogs will be used as a learning tool. Some students did not even know what blogs are others have seen them but did not ever use them as their source. They were interested and very excited about this new way of doing homework. I explained how it work, what the plan is and how it helps them in general. English lessons started to be held on informatics laboratory until students were used to blog using forms.

The whole methodology was planned to be developed like creating an SL online class meeting. Through blogs students were discussing, commenting, posting, checking, and giving feedback even chatting to each other, the only difference of using blogs instead of other social networking pages was that the topic of the meeting was chosen and supervised by the teacher. The whole needed information and material was given at the class and it was renewed at home through homework and added materials. Students seemed to like the use of technology and blogging as a new way of learning. Homework were posted, updated and through deadline finished which was a positive sign of helping and motivating students to learn better than only by using school book.

In order of proving better students' engagement and enthusiasm of using blogs about learning purposes their tests results were obvious with higher results (see appendix 2) than tests done before using blogging. In the other side their activities during lessons were in a higher scale than it was in earlier lessons. Also students admitted that they liked blogging as a new form of doing homework and as a different method of teaching. Also they accepted that this form of learning seemed to be as a practical one which helped students in memorizing longer new learned contend.

In the other side in order of making the study more persuasive a questionnaire held with teachers and students showed that use of technology and blogs helped teachers and students in controlling lessons time easier, being more motivated and interested in teaching and learning, memorizing easier new language content and achieving better general results in teaching and learning also.

#### **4.3 Introduction to hypothesis testing**

In order of proving the achievement of studied hypothesis various statistical operations were realized such as: teaching present simple tense/ reading comprehension exercises, present continuous tense/ writing exercises, past simple tense/ doing online research on exercises and examples, past continuous tense online quiz creation. The results of each instruments will be shown, analyzed and discusses through defense of earlier mentioned hypothesis and research questions.

#### 4.3.1 The analysis of the first hypothesis

##### 1. The usage of blogging facilitates teachers' job

Finding out the best from your students, is the most wonderful achievement that a teacher can ever experience. That is the reason why nowadays teacher are trying to add extra materials and help out their students in the best possible way in the learning field. So according to two questionnaire questions being based on above hypothesis teachers' responses were as follow:

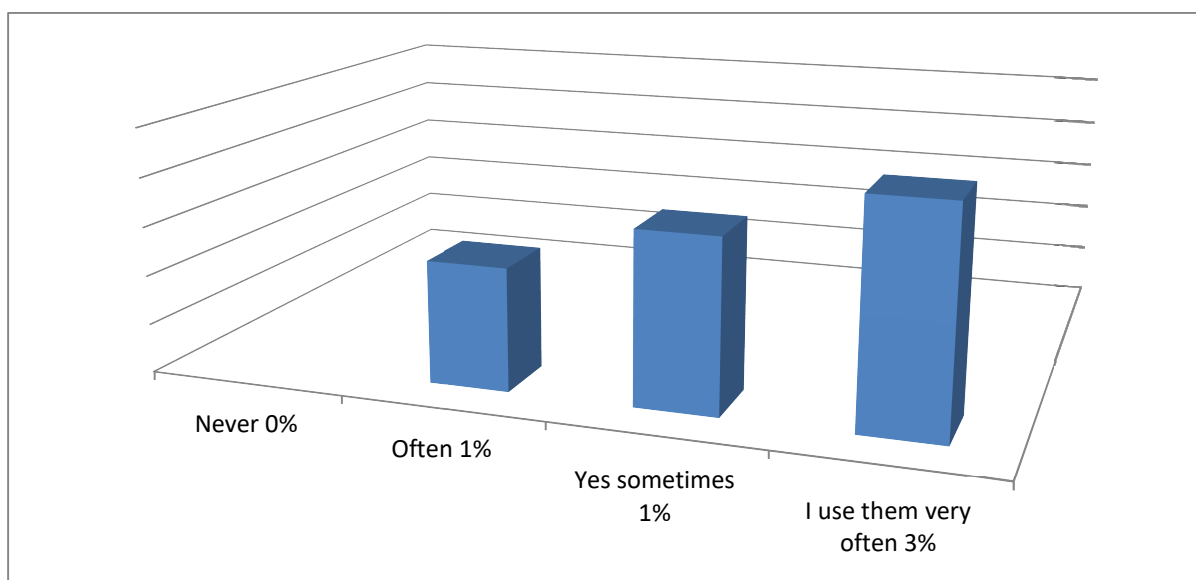


Chart 1. Calculation of responses of teachers' questionnaire about question 3.

Do you use blogs for teaching purposes?

From five teacher of the school who were teaching English language and took place of responding the research questionnaire 3 % of them responded that they use technology tools

very often on their lessons and blogs too. 1% of the teachers accepted that they use sometimes technology tools on their lessons. And 1% of them too said that they use often blogs during their SL lessons.

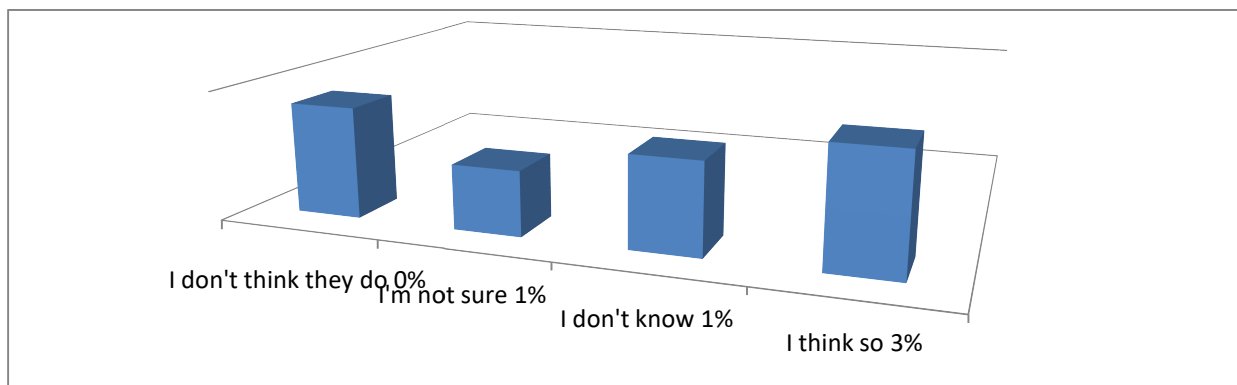


Chart 2. . Calculation of responses of teachers' questionnaire about question 4

Do you think that students understand easier SL content when using blogs?

According to above charts based on teachers' responses they admitted that they use blogs for teaching responses as well as technology use on SL classes help students to understand better the content. Also in order of supporting teachers' responses, students' responses match with teachers' proclamation in using blogs. 3% of the teachers accepted that students performed better on SL lessons when technology is used. 1% of the teachers responded that they did not notice any changes. 1% of them said that he is not sure if technology tools affect students' scale of content understanding. Whereas on one of the teachers said that technology definitely do not help students in performing better in SL lessons.

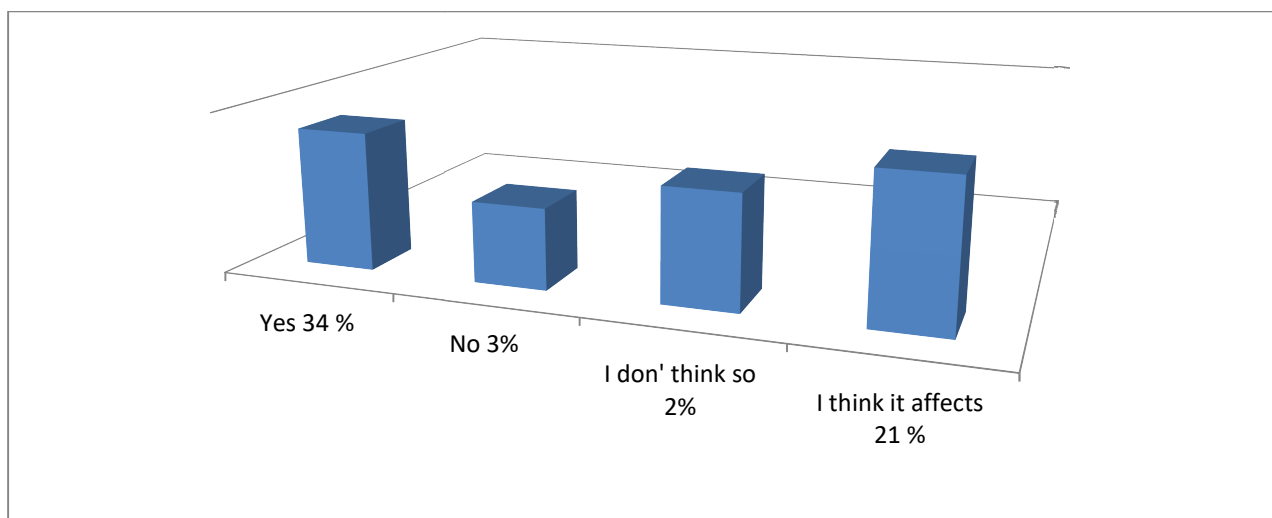


Chart 3. Calculation of responses of students' questionnaire question 2

Do you think technology affects the way of teaching SL?

When students asked if they think that technology affect the way of teaching SL, 34% of them accepted that it affects they way of teachers' performance. 21% of the students were not very sure of giving a strong yes response of the role of technology in teaching SL. 2% of the students responded that they don't think use of technology during lessons affects the way of teaching, whereas 3% of them accepted that technology does not affect the way of teaching SL.

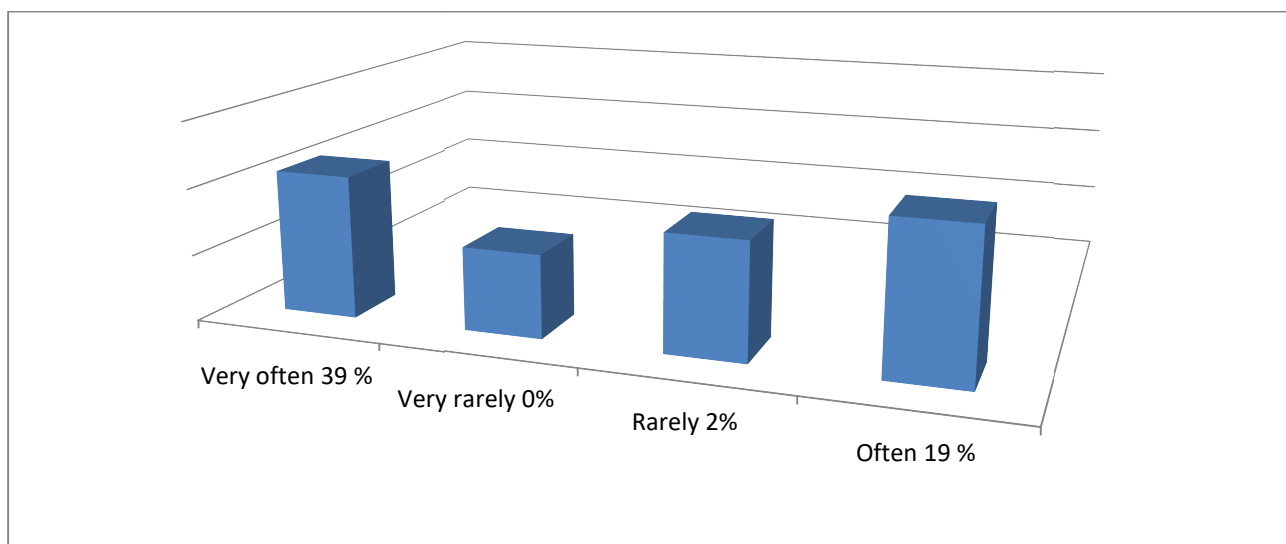


Chart 4. Calculation of responses of students' questionnaire question 3

How often does your teacher use technology in SL lessons?

On the calculation of responses from students' side about teachers' interest of using technology in English lessons, 39% of them accepted that their teacher uses very often technology tools. 19% of students responded that the teacher uses often technology on SL lesson, 2% of them said rarely and no one of the students responded that the teacher uses very rarely technology tools on SL lessons.

#### 4.3.2 The analysis of the second hypothesis

**Hypothesis 2:** *Through Blogs teachers can organize learning environment as they need and want.*

Being able of creating an effective and organized environment inside the SL lessons in order of attaching students' needs and teachers' plans seems to be one of the hardest struggles both for students and teachers. Facing those situations teachers are trying to find alternative ways of improvising that needed environment by using blogs as a tool of teaching and learning.

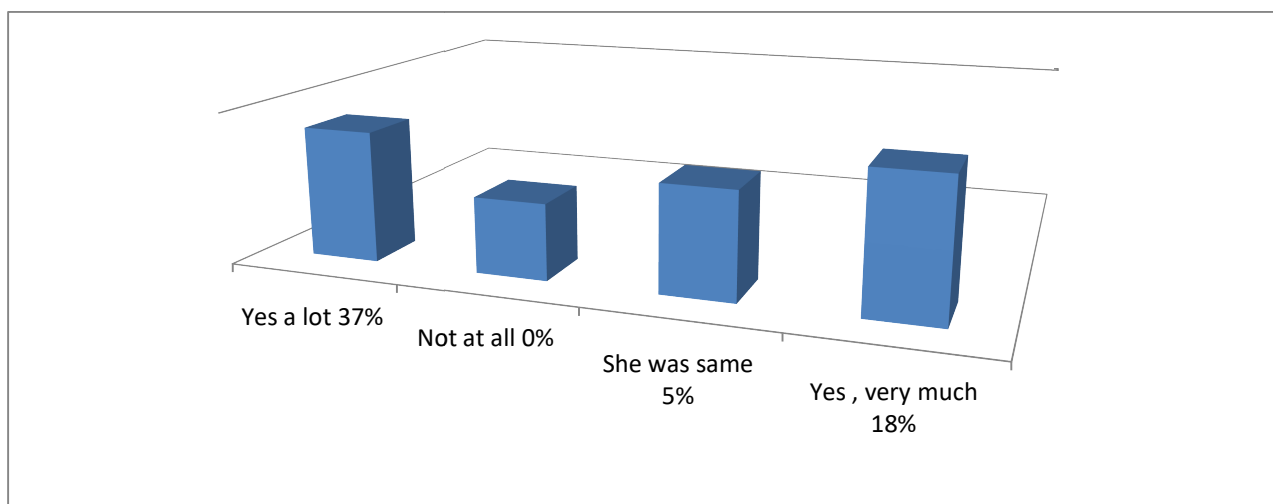


Chart 5. Calculation of responses of students' questionnaire question 9

Was your teacher clearer in explaining SL content using blogs?

Asking students if SL content was clear enough when teacher used blogs as teaching tool, 37 % of them responded as yes a lot, 18% of students said yes very much, 5% of the students said that the teacher was same clear like using or not using blogs to teach them, but no one of the students choose to circle not at all response.

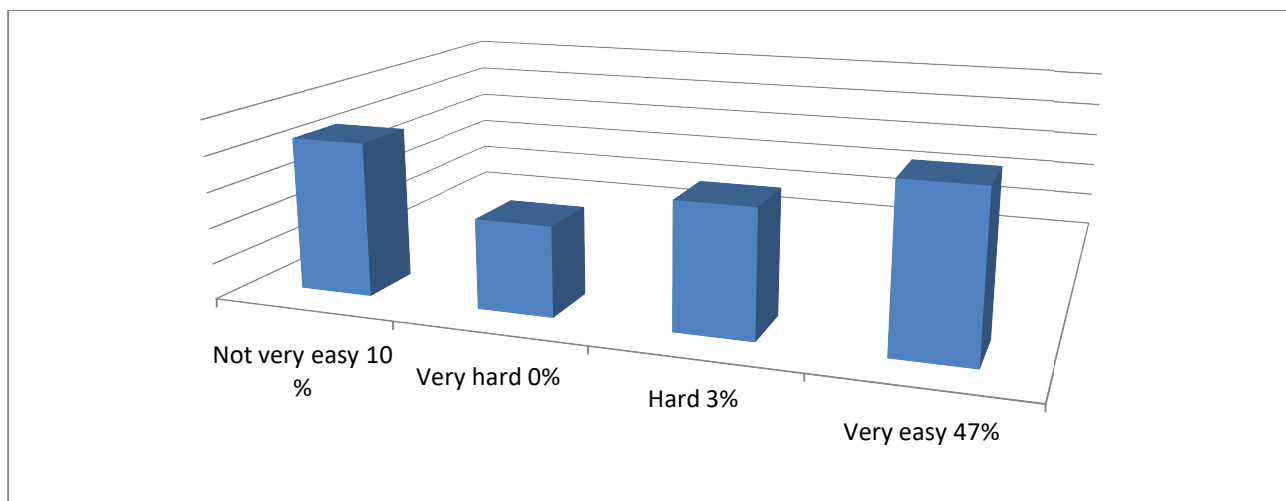


Chart 6. Calculation of responses of students' questionnaire question 5

How easy did you find using blogs?

According to students responses it's obvious that students were finding easier and helpful blogs use inside the classes, which facilitated teachers' work in organizing teaching environment. Also through below teachers' responses, from teachers' questionnaire, it is obvious that teachers support students' responses on blogs effect on learning environment. 47% of students responded very easy, 10% of them responded not very easy, 3% of the students circled hard response whereas no one of them circled very hard response.



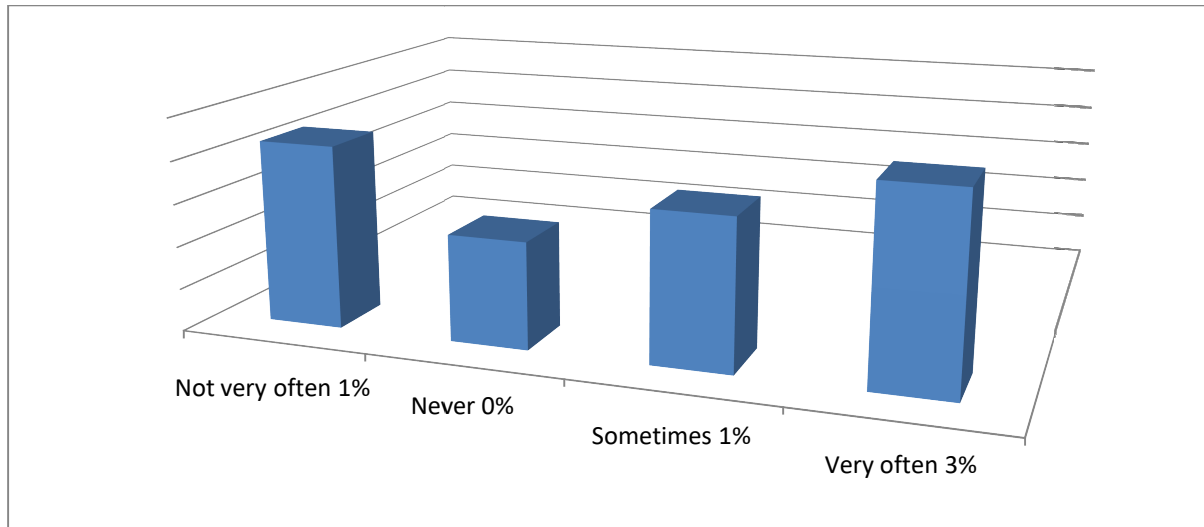


Chart 7. Calculation of responses of teachers' questionnaire question 1

How often do you use technology tools in your classes?

Interested to know and compare teachers' and students' responses about the presence of technology tools in SL lessons, in order of facilitating English content, the responses corresponded very similar. 3% of the teachers responded that they use very often technology tools in their SL lessons. 1% of the teachers said that they use sometimes technology tools on English lessons, 1% of teachers also responded that they do not use very often technology tools on their lesson, but no one of the teachers responded that they never use technology tools on teaching process.

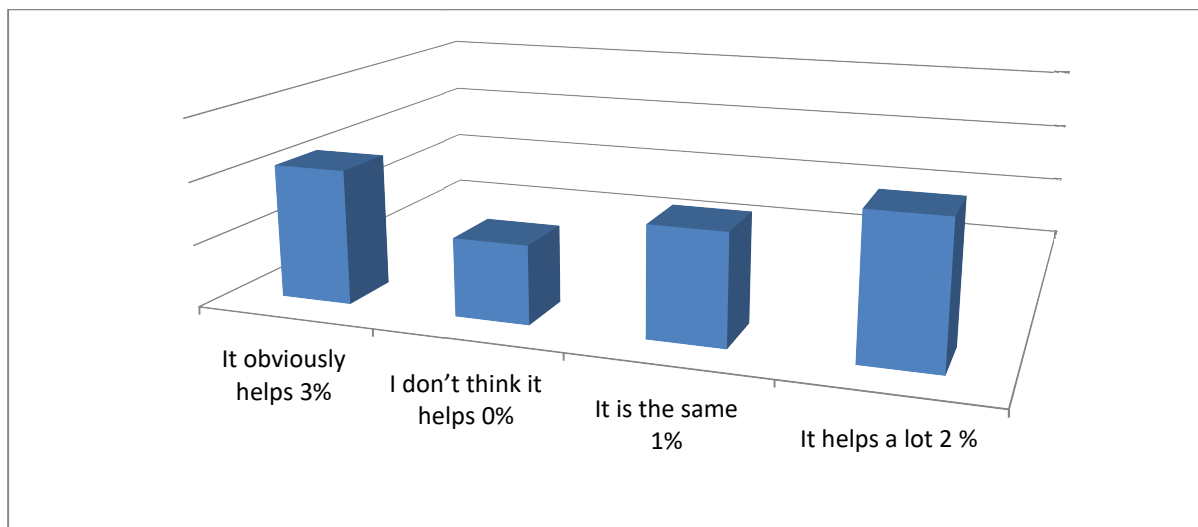


Chart 8. Calculation of responses of teachers' questionnaire question 7.

Does use of technology help you in controlling students and SL lessons?

Asking teachers if technology tools use helped them in controlling students easier according to concentration, behavior and learning atmosphere 3% of the teachers responded that those tools helped them. 2% of teachers said that technology helps a lot in controlling students learning and concentration in SL lessons. 1% of them accepted that the atmosphere was the same with or without the use of technology as teaching tool, but no one them accepted that technology does not help as a teaching tool.

#### 4.3.3 The analysis of the third hypothesis

**Hypothesis 3:** *Blogging in education improves students' communication skills, comprehending ability, creativity and social ability.*

The effect of technology and its' use on education affects a lot the way of teaching, also students' comprehending ability and their creativity especially when SL is English . In order of proving better this fact students and teachers' responses were gathered for this research study.

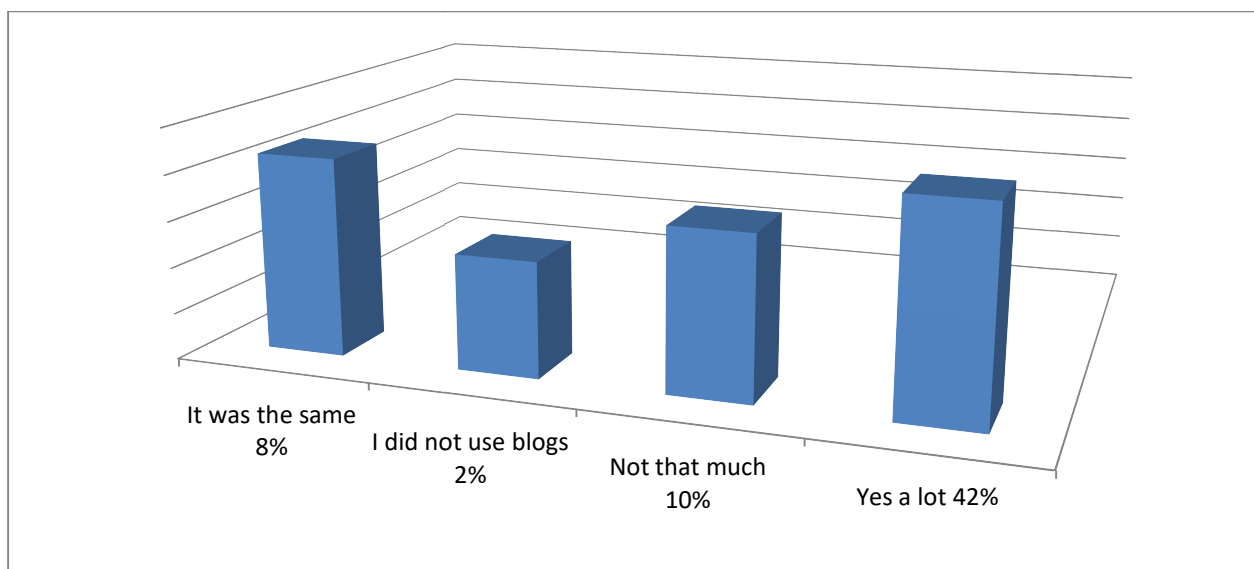


Chart 9. Calculation of responses of students' questionnaire question 6

Did you understand easier SL content while using blogs?

According to students responded for the question if they understand easier SL content when blogs were used as teaching tools 42% of them accepted as yes a lot. 10% of the students responded that they did not understand that much the SL content while blogs were used as teaching tools. 8% of them said that the performing scale of SL was the same like using or not using blogs and 2% of the students responded that they did not use blogs at all.

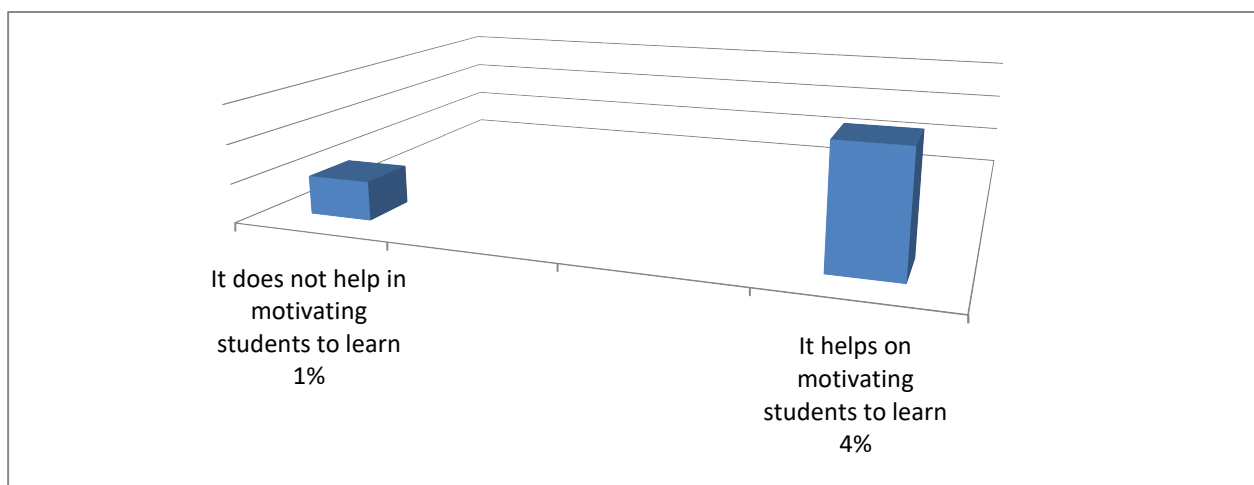


Chart 10. Calculation of responses of teachers' questionnaire question 6

According to you, does technology (blogs) use motivate students to learn?

Asked if they think that technology, specifically blogs helps in motivating students to learn 4% of the teachers responded on a positive was accepted that they think technology tools helps in motivating students to learn, whereas only 1% of the teacher responded that technology does not help in motivating students to learn.

#### 4.3.4 The analysis of the fourth hypothesis

**Fourth hypothesis:** *Students have positive motivational outcomes when blogs are used as a tool in learning a foreign language.*

“It is one thing to have innovative technology and preach about its ability to transform and revolutionize learning; it is another to actually make this happen within traditional, structured education and training environments” (Hirtz, 2008 , p. 8). As proclaimed in (Hirtz, 2008 ), many times teachers might have technology tools and opportunity to use them as they think in changing students’ aptitude toward ESL, but is another thing to make it real when it comes to use of the language. Students’ and teachers’ responses proved it also.

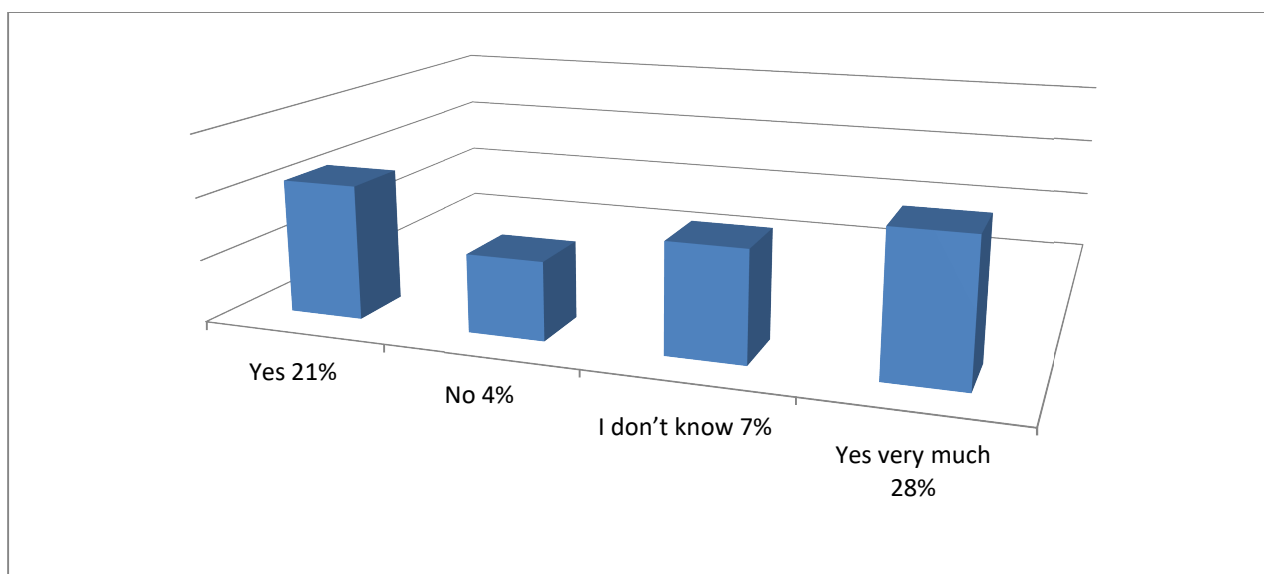


Chart 11. Calculation of responses of students’ questionnaire question 1.

Do you like to change methods of teaching/learning at your school?

Asked if students enjoy more teaching when new ways or methodologies are used by teachers as teaching methods 28% of students responded like yes very much, 21% of them accepted that they like new ways of teaching preformed by teachers, 7% of the students responded that they did not notice any change when teachers use different methods on teaching. 4% of the students said that they do not like new teaching methodologies at all.

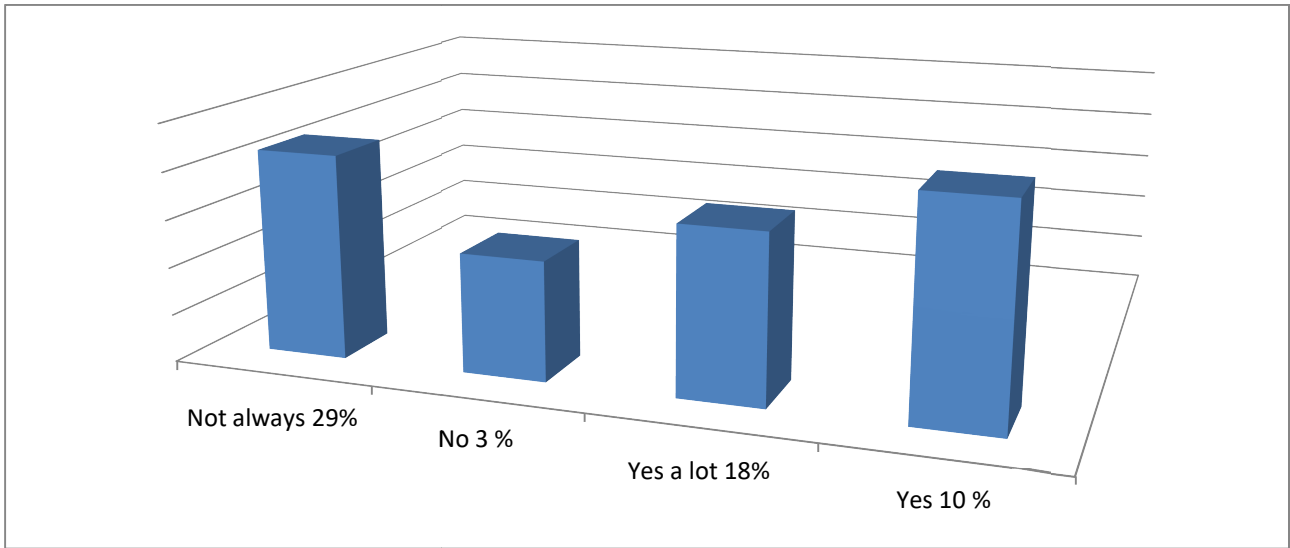


Chart 12. Calculation of responses of students’ questionnaire question 8.

Would you like using always blogs as a form of doing your homework?

Asked if students would prefer blogs usage as “always” form of doing homework 28% of students responded not always. 18% of students who enjoyed blogging responded yes a lot, 10% of students responded as yes, and 3% of them responded no.

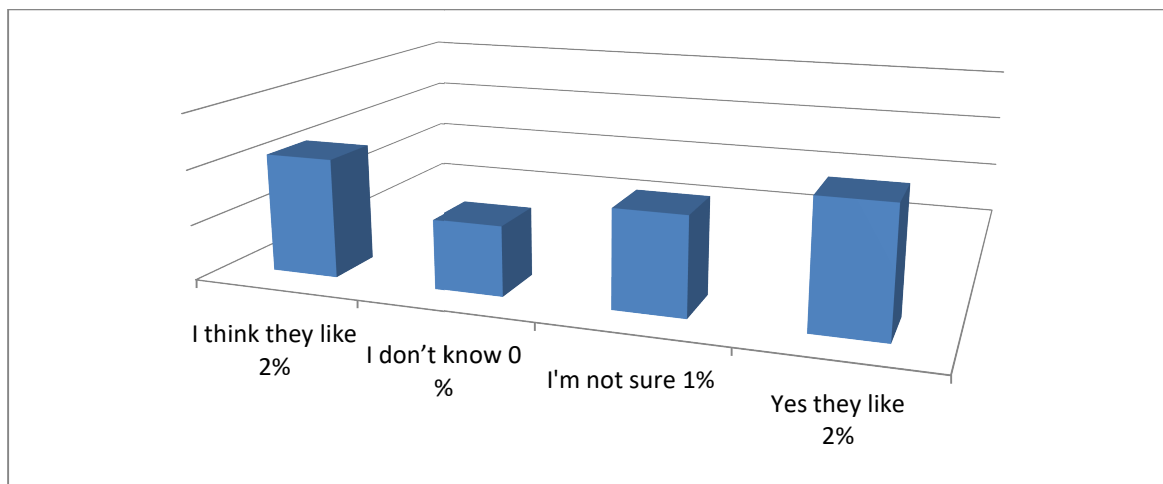


Chart 13. Calculation of responses of students' questionnaire question 2

Do your students like using extra teaching materials in the SL lessons?

In order of calculating and comparing students' and teachers' responded about usage of new teaching methods the corresponding results were as expected. 2% of the teacher accepted that students like new teaching methods. 2% of them responded that they think they like new teaching methods. Only 1% of teachers responded that he is not sure, but no one of them said that they did not notice and changes.

#### 4.3.5 The analysis of the fifth hypothesis

**Fifth hypothesis:** *The use of blogs expands students' skills and make them being more focused on learning.*

"Social computing tools promote technological innovation by offering enhanced networking capabilities, supporting personalization, creating opportunities for new learning environments and offering new platforms for knowledge distribution and facilitate technological innovation" (Anderson, 2007, p. 47). As Anderson (2007) accepted usage technology and social media offers students opportunities in expanding knowledge on learning also distributing it on new platforms and help them on facilitating newer general innovation. Also our students and teachers submit their responses for this questionnaire, giving their contribution on research.

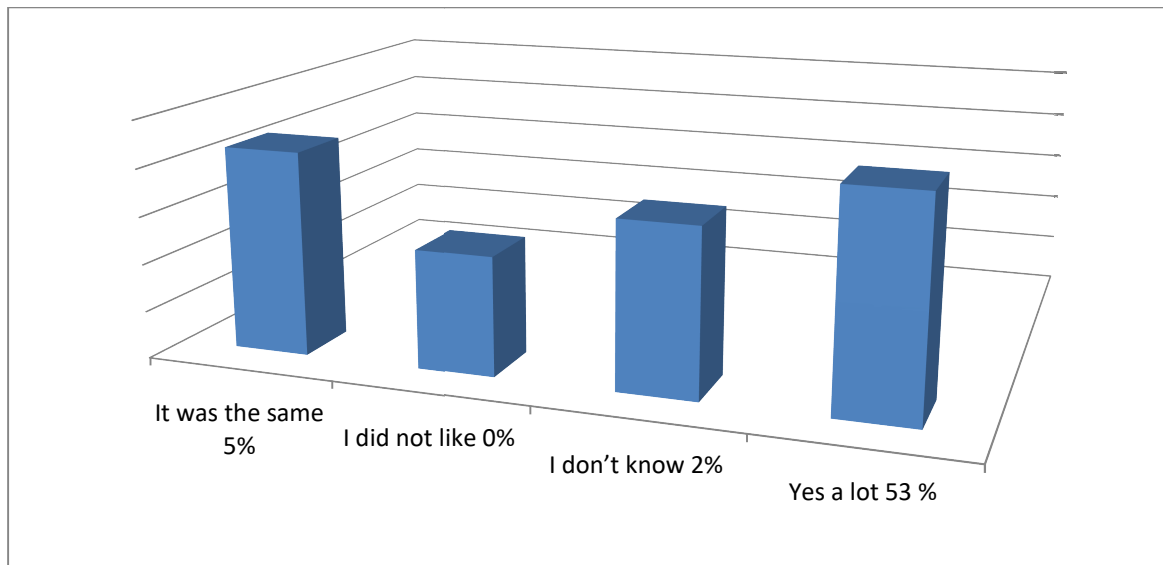


Chart 14. . Calculation of responses of students' questionnaire question 4

Did you like more SL lessons when the teacher used technology in your class?

When students were asked if they liked technology use in their classes, from 60 participants 53% of them responded that they liked use of technology and blogs especially. Whereas only 5% of students said that lesson procedure was same like using or not using technology in SL lessons. 2% of participants said they did not know or were not sure which procedure they like more. None of the students said that they did not like technology use in their ESL lessons.

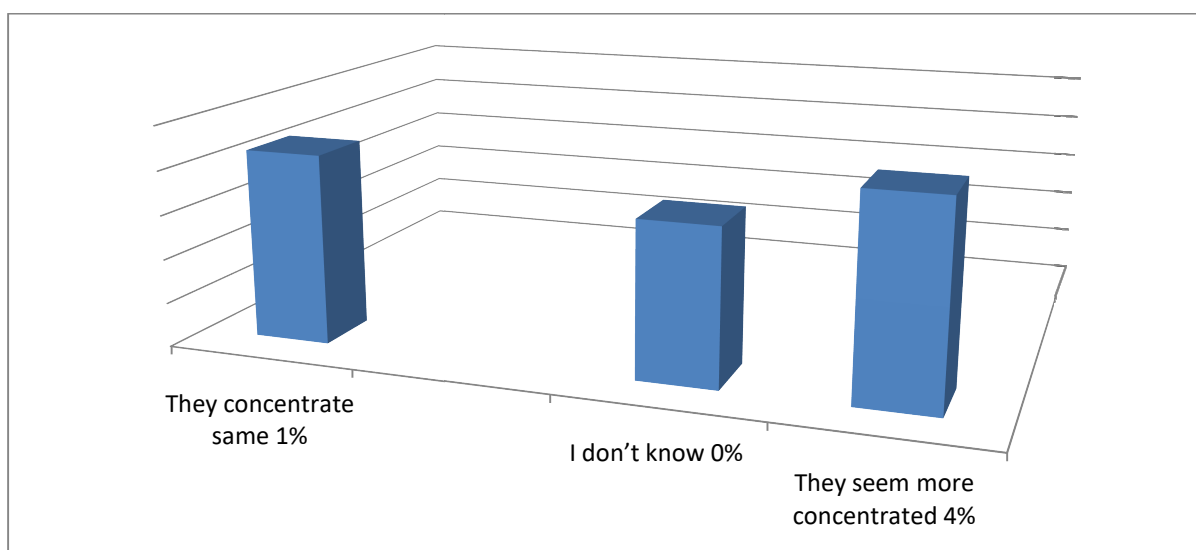


Chart 15. Calculation of responses of teachers' questionnaire question 5

Do you think that with the use of blogs students concentrate more in learning ESL?

According to teachers' responses from teachers' questionnaire in question five, four teachers accepted that they noticed students more concentrated on ESL lessons where blogs were used during lessons. Only one teacher from participants responded that students concentrate same with or without use of technology in SL lessons. Whereas no one of the teachers responded that they did not notice students' concentration during their lessons.

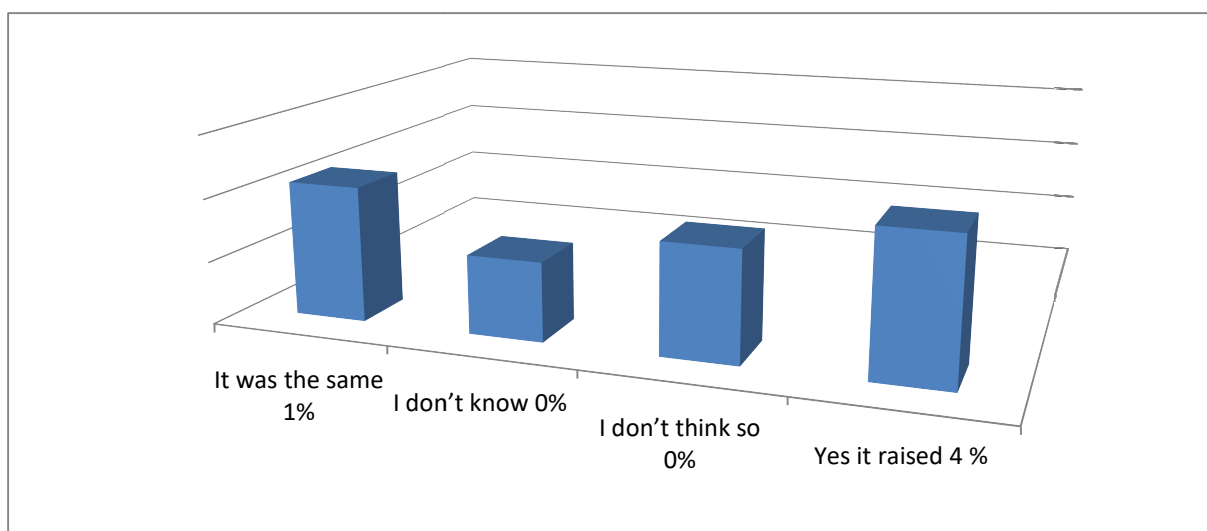


Chart 16. Calculation of responses of teachers' questionnaire question 8

Did the number of your students who came with done homework rise when using blogs to do them?

Conducted responses from teachers showed that blogs helped students in doing easier homework, 4% of the teachers accepted that the number of students who came at class with done homework rose, 1% of the teachers responded that the number of students with done homework was same. But no one of the teachers responded that they did not notice any change of they did not think that use of blogs affected students' attitude on doing homework.



Tending to find out how many of our students enjoyed chanced teaching methods through blogging and technology use their answers were conducted and calculated as below.

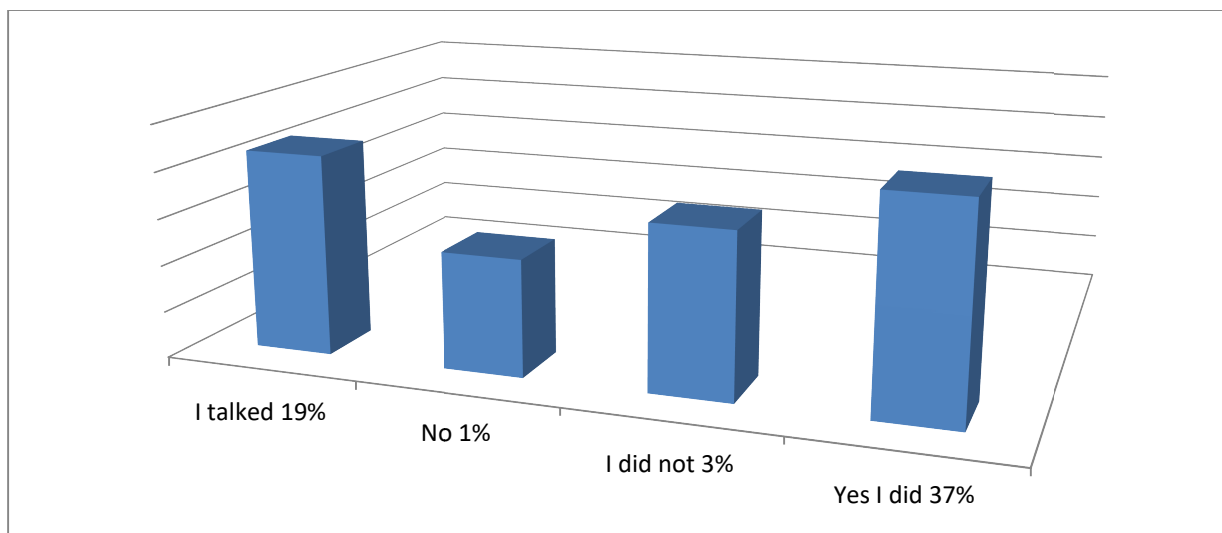


Chart 17. Calculation of responses of students' questionnaire question 7.

Did you talk with your friends of another school about blogs?

Interested to know if students share the information about teachers' methods use while teaching, in question seven of students' questionnaire 37% of students responded that they did talk about blog using with their friends from a different school, 19 % of them said that they talked. 3% of students responded that they did not talk about blogs with other students, whereas only 1% of them responded only with no response.

Noticing that students' needs and abilities toward learning are changeable and they need improvements according to their struggles, technology offers a lot of opportunities about being exposed to students' needs in learning. Using blogs for teaching purposes students were exposed to four language skills, they were writing, speaking, listening and reading at the same time, but Mohamed (2016) in her research tended to find out students needs according to language skills through her research very similar to this research paper. "This histogram shows that different learners have different areas for which they face difficulties when expressing themselves in oral or written form. We can conclude that all the below problems do affect negatively the learner's oral and written expressions to some degree" (Mohamed, 2016, p. 72)

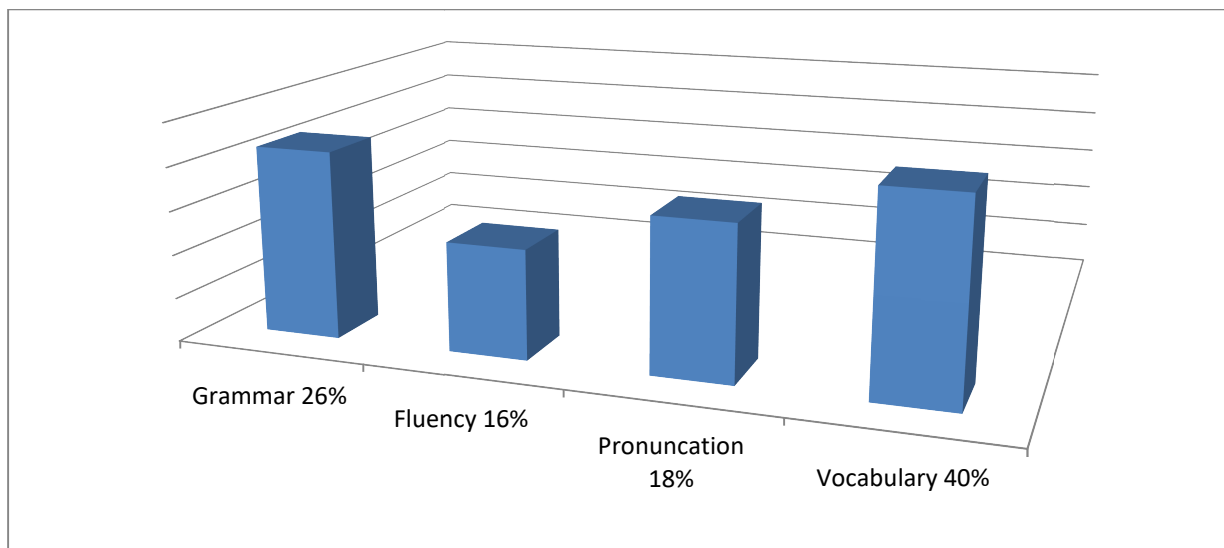


Chart 18. Calculation of responses of students' questionnaire question 5.

When you express yourself orally or in the written form, which of these areas is the most problematic to you?

"Here, 26% of the respondents faced difficulties in the grammar; 40% in the vocabulary; 18% in the pronunciation; and finally 16% in the fluency" (Mohamed, 2016, p. 71).

According to all above results it can be conducted that students felt more secure in themselves when they were exposed to technology tools to learn. Even more they accepted that SL content was much clearer when teacher added materials from outside the school book and official schools' curriculum. Being based on the research results it can be concluded that the use of blogs as another tool of teaching motivated students to be part of continued learning process and the number of student who did homework and enjoyed better SL learning process was sensitively raised.

Below results prove better students' achievement and performance in an English test (see appendix 3) only during blogs and technology tools use.

#### 4.3.6 The analysis of students' achievement

Students' achievement was proved through their test grades. The goal of the research was to prove that students can learn and they can achieve success with the teachers' support and hard work. New supporting materials and methods of teaching in order of giving students opportunities in finding and fulfilling their learning needs made them believe that anyone can be part of the learning process. Their grades presented in below results prove that student's achievement and performance in an English test (see appendix 3) only during blogs and technology tools use were higher than usual.

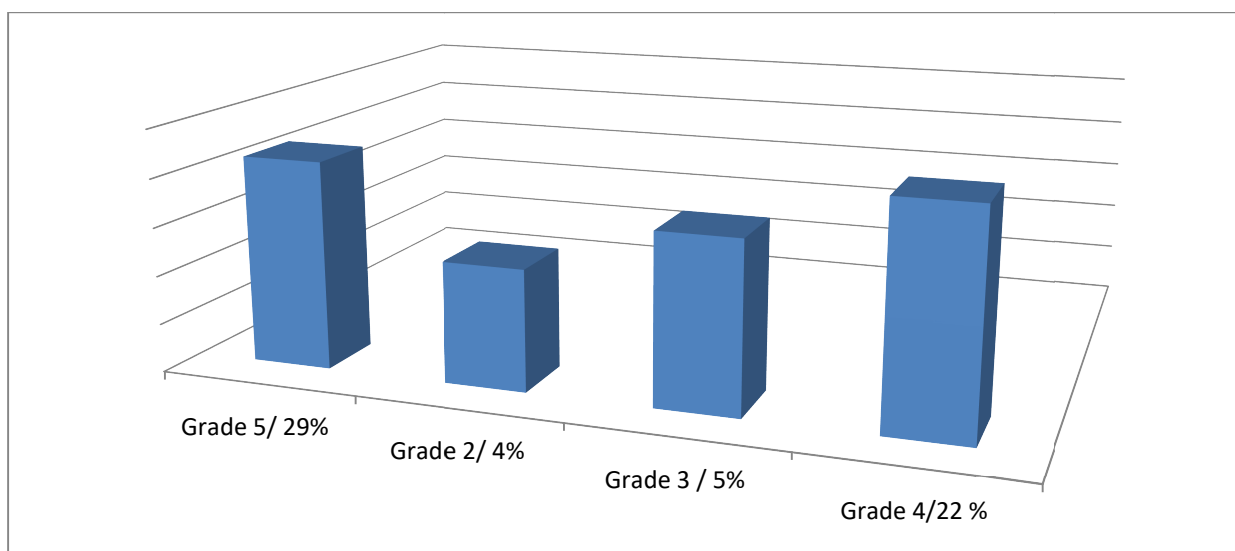


Chart 19. Calculation of students' test results

Being based on the chart it is obvious that students' grades were high enough to prove that their knowledge and ability to improve their SL knowledge is possible if teachers' will to fit in students learning needs through hard work, also students can achieve their goal spending some more time in learning. As showed in above chart 29% of the students achieved higher grade (grade five), 22% of them were assessed with grade 4, only 5% with grade three and only 4% with grade two. No one of the students failed the test

#### **4.4 Overall hypothesis discussions**

Being based on the nature of this research study questions from teachers' and students' questionnaire were overall related to the study hypothesis. According to the activities related to the research, questionnaires and final test results, it can be said that students enjoyed learning through technology, even more they felt engaged on the process. The number of students who understood the day's topic and performed better on homework rose significantly. Students also teachers subscribe on the fact technology facilitate teaching/learning process and it allows teachers to manage as they want students' behavior. Blogs especially played an important role on students' learning motivation. They felt that through blogs SL skills expanded in norms of speaking, writing, reading and listening. "One approach to improve confidence and to encourage students to comment could be through the introduction of blog partners in class early on in the integration of the blog" (Squires, 2010, p. 48).

Integration of blogs in SL classes taught students that they must be as much collaborative as they can with the class and share knowledge. Depending on the fact that use of blogs helped a lot learning process also affected factor of motivation it made students understand working together is another factor of growing knowledge. Blogs use and its' role on the class not just helped students in overall learning process, also it made them feel being friendly with each-other, helping more, competing more and being used to express thoughts even when they were not right all the time. The fact of being improved by others does not mean that you were wrong it meant that you are trying and soon will be much more improved than you think you are today.

## **CHAPTER V: CONCLUSION, LIMITATIONS OF THE STUDY AND RECOMMENDATION FOR FUTURE RESEARCH**

### **5.1 Introduction to conclusion, limitations of the study and recommendations for future research**

This chapter deals with the conclusion, limitations of this research study and recommendations for future research. The aim of this chapter is to present a general conclusion of both qualitative (students' SL test) and quantitative data (students' and teachers' questionnaire) is discussed regarding blogs use as a teaching tool in ELT. The conclusion than is followed by limitations of the study and recommendations for future research.

### **5.2 General conclusion of the study**

This study aimed at finding out the impact that blogs and technology tools plays in overall students' proficiency. Both qualitative and quantitative data research conduction reveals that technology and blogging affected students' ability on learning. Together these results provide important insights into the significance of blogging to keep students engaged with the process of learning, the effectiveness of technology in keeping track of students' learning. Though technology use on SL classes specifically blogs use as another form of being engaged longer on learning process provide that students need correlation of teaching methodologies in order of achieving and giving the best possible version of dedicated students to learning process.

By proving hypothesis through teachers' and students' questionnaires as quantitative data and students' achievement of English test as qualitative data, two different data information were gathered in order of implementing the use of blogs in teaching process as a form of helping schools' overall process for better achieved results by all stakeholders. Grammar plays an important role on language. Without knowledge of grammar it is impossible to be able to speak and communicate with other. In the other side knowing that when it comes to grammar studying students hesitate and get bored to traditional methods of teaching, or need for more practical ways and use of grammar to understand completely it. These way students found blogs as a practical and engagement way of using their language knowledge.

This current study shows that blogs had a significant role on students' engagement and motivation to learn. Charts show that students accepted that blogs were a new way of being engaged on learning process all at the same time, since blogs has been used only at home students felt all the same using their time from home to post or comment. Also Squires (2010) in his similar study showed that "The blog created an innovative, more engaging and more authentic experience for the students. The students responded positively and enjoyed using the blog" (Squires, 2010, p. 48).

Enjoying online learning through blogs students also accepted that they talked to their friends from another class or another school about blogs use as another form on being taught. Showed results on the chart describe students' engagement and enthusiasm about doing homework in a form like online learning. Overall above results showed that the effectiveness of using blogs and technology in general for teaching purposes it is not considered anymore as a needed tool to be add as helping tool on teaching process. Now that technology is being used so much for different purposes, technology has turned its' role on being necessary to be part of students' life as helping tool on their hands especially when it comes to SL learning.

Considering the facts that learning a SL in a place when students gets exposed to it only at school and can use it only with one teacher another helping tool to learn is welcomed. Using technology and internet students can search for unknown words to learn vocabulary, listen to debates or conversations to improve listening, writing in English with friends, even speaking with friends or getting in touch with a friend from another state to speak or write helps a lot on learning process. Students' critical thinking was raised while writing through online sources. While writing they got used to write in academic form and the distinctions between inaccurate writing comments were clear.

As a final conclusion it can be said that blogs were used as it was planned from the beginning, its' role on teaching and learning process in helping students and teachers to facilitate and improve it was successful. Both students and teachers of SL accepted that technology plays an important role and helps on performing and improving better especially English language.

### **5.3 Specific results of the research experiment**

Even though at this time when technology and internet are very necessary and very much used, still “Frang Bardhi” high school is not all covered with internet connection in every class. Teachers are very convinced for technology need there and ask for changes inside the school. Also they ask to change the methodology of teaching only with the use of the books, and writing from the board. The key finding is that they need to change SL from reading to communication method. In order of being able to change the created way of teaching, teachers said that they need to change things from abstract ones to concrete ones, from theoretical to practical ones. In order of using a SL language fluently technology is the key to start changing. Through blogs especially the opportunity of giving feedback and expanding knowledge is broader. “The issue of trust and confidence could perhaps be resolved by opening the blog to a wider audience. This wider audience could include more native speakers and therefore the interactions on the blog would be seen as more authentic and those students that lacked trust in their peers” (Squires, 2010, p. 49)

Through the use of blogs students followed class information at home by doing research, analyzing, posting, commenting and giving feedback. They spent extra time blogging with the purpose of communicating with their friends about homework instead of just chatting. After six weeks experimentation as prove resulted that students’ interest and performance on SL changed for better. They not only were enthusiastic about learning in group and online from home, students also performed better on English test and the number of people who came with finished homework at home raised. As a final experiment conclusion through above results can be said that blogs use resulted successful for teachers and students. “Using the blog has encouraged the development of improved teaching and learning strategies to approach the skill of L2 writing and it is apparent that the benefits far outweighed the drawbacks and challenges” (Squires, 2010, p. 48)

#### **5.4 Limitations of the research study**

Limitations of this research study can be considered some obstacles during the development of the research, even though there were not many some tiny details can be considered as limitations of it.

As a limitation of this study can be considered the fact that the number of conducted students was very limited, the real situation about technology in other generations and schools was impossible to be found out. Also six weeks were not enough to follow the blogs use process about other topics. If other topics with a mixed number of students were chosen from another generations including games, live meeting activities, real debates and quizzes the results would be much more interesting, attractive and believable.

Another limitation and the most important one can be considered the lack of internet in the whole school. It was hard for me and the students to download all the needed materials, planned to show them or continue working at them in the school. Many times a lot lessons time were wasted because of the lack of internet and enough technology tools at class. If internet and technology tools would be enough in number and function for all the continuity of the realization of this research would be much easier.

Finally a limitation of this study was the hesitation of teachers to give clear and real responses at the questionnaire. Many times they tend to give as shorter possible responses they could, hesitating to tell and show real school situation.



### **5.5 Recommendations for future research**

This study research was conducted by gathering qualitative and quantitative data as a result of final believable results about the impact of blogs use during teaching/learning process. As a recommendation for future research would be to, mix students generations and teaching topics, in order of being able to compare much more results.

Another recommendation for future research would be to be taken in consideration the time. Six weeks were not enough to conduct and follow the process as it needed. Students all the time need someone to control and push them on working process, so letting them know that they are still performing for a bigger process which will be their everyday routine their hard work would continue with enthusiasm until turned to routine.

The nature of this study was to be focused on grammar lessons more and blogs use especially for homework. If conditions would allow use of technology at school all the time also and covering broader language analysis, the blogs use analysis would be on a higher level.

Finally in order of all participants having success in their work inside the school, and teachers in their pretensions of changing teaching process through new methods support of each other is needed more than never, when changes are planned to be attach reality.

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## Appendix one

### Find English Test

Students' name\_\_\_\_\_

Class\_\_\_\_\_

#### 1. Find out and underline present simple verbs in this text

Tim works for a company in Sacramento. He's a customer service representative. He gets up at 6 o'clock a.m. each workday. He drives to work and begins his job at 8 o'clock each morning. During the workday, Tim speaks to people on the telephone to help them with their banking problems. People telephone the bank to ask questions about their accounts. Tim doesn't give information about accounts until callers answer a few questions. Tim asks callers their birth date, the last four digits of their Social Security number, and their address. If a person gives incorrect information, Tim asks him to call back with the correct information. Tim is polite and friendly to everyone. He has lunch in a park next to his office. He returns home at 5 o'clock in the evening. After work, he goes to the gym to work out. Tim has dinner at 7 o'clock. Tim likes watching TV after dinner. He goes to bed at 11 o'clock at night

#### 2. Complete this sentences using present continuous tense

- She \_\_\_\_\_ right now
- He \_\_\_\_\_ to his friend
- The baby \_\_\_\_\_ in his crib
- My friend \_\_\_\_\_ at his chair
- Rose \_\_\_\_\_ a newspaper
- She \_\_\_\_\_ the game tonight
- They \_\_\_\_\_ the dishes

3. Create regular past simple sentences using scrambled below words

---

last dinner Did have you night ?

---

didn't He car wash yesterday.

---

yesterday I the movie saw

---

Korea I travel didn't last year

---

Brazil for lived two years I

---

How wait did you long for them?

---

the beach they sat all The day

---

4. Write a short text about a real personal story using past continuous tense.

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## Appendix two

### Students' Questionnaire

*Të dashur nxënës ky pyetësor ka për qëllim që të hulumtoj mbi rëndësinë e përdorimit të Blogut në zhvillimin e shkathtësive të gjuhës së dytë "Gj. Angleze". Ky pyetësor nuk kërkon të dhënat tuaja personale dhe të dhënat do të mbetën konfidenciale. Ky pyetësor do të marr rreth 5-7 minuta të kohës suaj. Ju lutem rrumbullaksoni përgjigjen më të përshtatshme për ju!*

1. Do you like to change methods of teaching/learning at your school?

- a) Yes                      b) No                      c) I don't know                      d) Yes very much

2. Do you think technology affects the way of teaching SL?

- a) Yes                      b) No                      c) I don't think so                      d) I think it affects

3. How often does your teacher use technology in SL lessons?

- a) often                      b) very often                      c) rare                      d) very rarely

4. Did you like more SL lessons when the teacher used technology in your class?

- a) yes a lot                      b) it was the same                      c) I don't know                      d) I did not like

5. How easy did you find using blogs?

- a) very easy                      b) not very easy                      c) hard                      d) very hard

6. Did you understand easier SL content while using blogs?

- a) yes a lot                      b) not much                      c) it was the same                      d) I didn't use blogs

7. Did you talk with your friends of another school about blogs?

- a) Yes, I did                      b) I talked                      c) I did not                      d) no

8. Would you like using always blogs as a form of doing your homework?

a) Yes a lot    b) yes    c) not always    d) no

9. Was your teacher clearer in explaining SL content using blogs?

a) Yes, a lot    b) very much    c) she was same    d) not at all

## Appendix three

### Teachers' Questionnaire

*Të dashur mësimdhënës ky pyetësor ka për qëllim që të hulumtoj mbi rëndësinë e përdorimit të Blogut në zhvillimin e shkathtësive të gjuhës së dytë "Gj. Angleze" tek nxënësit tanë . Ky pyetësor nuk kërkon të dhënat tuaja personale dhe të dhënat do të mbetën konfidenciale. Ky pyetësor do të marr rreth 5-7 minuta të kohës suaj. Ju lutem rrumbullaksoni përgjigjen më të përshtatshme për ju!*

1. How often do you use technology tools in your classes?  
a) Very often    b) not very often    c) sometimes    d) never
2. Do your students like using extra teaching materials in the SL lessons?  
a) Yes they like    b) I think they like    c) I don't know    d) I'm not sure
3. Do you use blogs for teaching purposes?  
a) I use them very often    b) yes, sometimes    c) often    d) never
4. Do you think that students understand easier SL content when using blogs?  
a) I think so    b) I'm not sure    c) I don't know    d) I don't think they do
5. Do you think that with the use of blogs students concentrate more in learning ESL?  
a) They seem more concentrated    b) They concentrate same    c) I don't know
6. According to you, does technology (blogs) use motivate students to learn?  
a) It helps in motivating students to learn    b) It doesn't help in motivating students to learn



7. Does use of technology help you in controlling students and SL lessons?

- a) It obviously helps   b) It helps a lot   c) It's the same   d) I don't think it helps

8. Did the number of your students who came with homework raise when using blogs to do them?

- a) Yes, it raised   b) It was same   c) I don't know   d) I don't think so

## Appendix four

# 1 LIFESTYLES

## 1a What are you doing here?

**Grammar** Present simple and present continuous  
Question tags

**Vocabulary** Clothes, styles, accessories and patterns

**Function** Shop for clothes

**Get started**

**1** Where do you buy your clothes? Do you like shopping for clothes?

**Dialogue**

**2** Listen and read. Where does Sophie make her T-shirts?

Lisa: Come on, Ryan. The market **closes** in half an hour. What are you after?

Ryan: I'm **looking** for a shirt. I'm **going** to a wedding on July 2<sup>nd</sup>.

Josh: That's next Saturday.

Ryan: That's right. So I **want** something plain and smart.

Lisa: Hey, that T-shirt's nice. I **like** baggy T-shirts and I **love** the design on it.

Ryan: But I **need** a shirt, not a T-shirt. Anyway, the design **looks** a bit weird.

Sophie: Hey, Lisa! How's it going?

Lisa: Oh, hi Sophie. What **are you doing** here?

Sophie: I'm **working**. I **make** these clothes at home and then I **sell** them here every other Saturday.

Josh: Is it your stall?

Sophie: No, it's my aunt's.

Lisa: You don't know Ryan or Josh, do you?

Sophie: No, I don't. Hi, guys. Nice to meet you.

Ryan: I **like** your clothes. They're really original.

Sophie: Thanks. That's a cool T-shirt, **isn't it**?

Ryan: This one? Oh, er ... yes. It's great! I'll take it.

Josh: But Ryan, you're **looking** for a shirt not a T-shirt!

**Phrases**

- What are you after? • something (plain) • Anyway
- How's it going? • every other (Saturday)

**Comprehension**

**3** Answer the questions.

- 1 What does Ryan want to buy? *a shirt*
- 2 What does Lisa like about the T-shirt?
- 3 What does Ryan think of the T-shirt at first?
- 4 What day of the week does Sophie work on the stall?
- 5 What does Ryan decide to buy?

## Appendix five

2 LIFE STORIES

# 2a I didn't recognise you.

**Grammar** Past simple  
Prepositions: *during, for*

**Function** Show concern and reassure

**Phrases**

- No problem.
- I bet you're glad ...
- get the hang of it
- I'd better get going.
- I could do with (a coffee).

**Dialogue**

**1** Listen and read.  
How did Sophie get interested in rollerblading?

Ryan: Are you OK? **Did** you **hurt** yourself?

Sophie: No, I'm fine. Don't worry.

Ryan: It's Sophie, isn't it? We **met** last weekend at the market.

Sophie: Yes, I remember. You **bought** one of my T-shirts.

Ryan: That's right. I **didn't recognise** you in your helmet.  
Are you sure you're OK?

Sophie: Yes, no problem.

Ryan: What **happened**?

Sophie: I **swerved** to avoid a skateboarder and I **lost** my balance.

Ryan: I bet you're glad you **wore** kneepads.

Sophie: Yes, I am. I **fell over** twice yesterday, but I'm beginning to get the hang of it.

Ryan: When **did** you **start** learning?

Sophie: Not long ago. A Dutch friend **came** to stay for a few days during the holidays and she **gave** me some lessons. Well, I'd better get going.

Ryan: Do you fancy going for a coffee first?

Sophie: Um ... yes, OK. I **didn't have** breakfast this morning, so I could do with a coffee and a cake or something.

Ryan: Great! I'm quite hungry myself.

**Comprehension**

**2** Choose the correct option.

- 1 Ryan first met Sophie ...  
a) at the market.  
b) in a shop.
- 2 Ryan didn't recognise her at first because she had ...  
a) a new T-shirt.  
b) something on her head.
- 3 Sophie fell over when she tried to avoid someone on ...  
a) a bike.  
b) a skateboard.
- 4 Sophie ...  
a) has done lots of rollerblading.  
b) is a beginner.
- 5 Sophie wanted to try rollerblading after she saw ...  
a) a friend doing it.  
b) a TV programme about it.

**Grammar**

**Past**

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## Appendix six

### Present perfect simple with *for* and *since*; past simple

Which verbs are in the present perfect simple tense? Which are in the past simple? Write *PPS* or *PS*.

- 1 I've **worked** on this ship for a month. *PPS*
- 2 I've **saved** quite a lot since I **joined** this ship.
- 3 Last year I **was** on one which **went** round the Med!
- 4 A few years ago, a TV company **filmed** some scenes in our village.
- 5 I **worked** as an extra in some crowd scenes.
- 6 After that I **signed up** with an agency.

### Choose the correct options.

- 1 We use the present perfect simple to talk about events that are finished / events that are linked to the present.
- 2 We use the past simple to talk about events that are finished / events that are linked to the present.
- 3 *Since* is used for a point in time / a period in time.
- 4 *For* is used for a point in time / a period in time.

### Practice

- 4 Jack Clark is a TV camera operator. Complete the dialogue with the past simple or present perfect simple form of the verb in brackets, or short answers.

Reporter: How long <sup>1</sup>*have you been* (you/be) a camera operator, Jack?

Jack: I <sup>2</sup>\_\_\_ (have) my present job for two years. Before that I <sup>3</sup>\_\_\_ (work) for a small film company.

Reporter: <sup>4</sup>\_\_\_ (you/ever/do) a special training course?

Jack: No, I <sup>5</sup>\_\_\_ (have). I <sup>6</sup>\_\_\_ (study) photography at university and then I <sup>7</sup>\_\_\_ (get) the job with the film company. I <sup>8</sup>\_\_\_ (not earn) much, but they <sup>9</sup>\_\_\_ (teach) me a lot. And since I <sup>10</sup>\_\_\_ (start) this job, I <sup>11</sup>\_\_\_ (learn) lots more!

Reporter: What's the best thing about the job?

Jack: I <sup>12</sup>\_\_\_ (enjoy) everything about it since day one. I love it.

- 5a Steve Norton plays bass guitar in the rock band Tastic. Use the prompts to complete the questions and answers. Then practise the dialogue in pairs.

- 1 How long/be/part of Tastic? (2010)

Interviewer: How long have you been part of Tastic?


Steve: I've been part of Tastic since 2010.

- 2 Where/be/born? (Canada)
- 3 How long/live/in the UK? (I was six)
- 4 Who/teach/you to play the guitar? (my uncle)
- 5 Where/go/to university? (in London)
- 6 What/study? (Music)
- 7 How long/know/the other band members? (my first day at school)
- 8 When/start/your school of rock? (last year)

- b Now write eight sentences about Steve Norton.

- 1 Steve Norton has been part of Tastic since 2010. He ...

### Listen

- 6  Listen to the interview and answer the questions in pairs.

- 1 Who does Anna Nichols work for?  
*a television company*
- 2 What does she do?
- 3 What is she working on at the moment?
- 4 How long has she had this job?
- 5 What did she do before that?
- 6 How did she get the job?



### Speak

- 7 Discuss the question.

Which person in this lesson has got the best job? Who has got the worst job? Give reasons.

### Extra practice

- For more practice, go to page 96.

## Appendix seven

# 1b I've loved every minute.

**Grammar** Present perfect simple with *for* and *since*  
Present perfect and past simple

**Vocabulary** Jobs

**Vocabulary: Jobs**

**1 Recall** Work in pairs. List as many jobs as you can think of, then tell the class. Whose list is the longest? Check the Word bank on page 108.

**Read**

**2** Listen and read the article. Who has got two jobs?

**Comprehension**

**3** Answer true (T), false (F) or doesn't say (DS).

- 1 Angela has worked on more than one ship. T
- 2 Angela loves everything about her job.
- 3 Christine has got nice hands.
- 4 Christine has met some celebrities.
- 5 Steve first worked as an extra when he was a child.

## Another look at showbiz!

When we think of showbiz, most of us imagine a life of bright lights, flashy cars, designer clothes and huge mansions. Well, it isn't always like that! We went in search of three people whose showbiz jobs are a little less glamorous.

**Angela Smith is a dancer on a Caribbean cruise ship.**

**How long have you had this job, Angela? It sounds amazing!**


I've **worked** on this ship for about a month now. Last year I **was** on one which **went** round the Med!

**What's your job like?**

Well, the Caribbean is fantastic, but it's hard work and the conditions aren't great. My cabin's tiny! But I get lots of free time and I love travelling the world.

**What about the money?**

It isn't bad and it's easy to save because nearly everything is free – food, accommodation, even some clothes. I've **saved** quite a lot since I **joined** this ship.




**Christine James has a very weird job – she's a hand double!**

**Can you explain what you do, Christine?**

Sometimes a film or an advert needs a close-up of hands, but the actress or model doesn't have nice enough hands. Then they use mine. It's trick photography!

**I bet it's fun!**

It is. I've **done** it for a couple of years now and I've **loved** every minute. Since I **started**, I've **worked** with lots of famous people. I'm not saying who, it's top secret!



**Steve Morris works as a TV and film extra.**

**How did you get into this, Steve?**

A few years ago, a TV company **filmed** some scenes in our village. I **worked** as an extra in some crowd scenes and after that I **signed** up with an agency.

**Have you got another job, too?**

Oh yes, this is just a hobby. I'm actually a teacher!



Appendix eight

ACROSS CULTURES

# 1d Teenage fashion in Britain

## SKILLS FOCUS: WRITING

### The changing face of British teen fashion

For the average British teenager, fashion matters. However, designer clothes are usually beyond their budget. They tend to spend their money in high-street stores, markets and charity shops, where they mix and match to create their own style and image.

Clothes in the UK cost much less than they used to. Since the year 2000, the price of high-street clothes has dropped a lot. In one popular store, a pair of fashionable jeans costs as little as £8. The reason is that the factories, which are usually situated in developing countries like India and China, use the cheapest labour they can find.

However, a lot of people are worried about this, especially when they read reports about child labour.

Shoppers are beginning to buy clothes made from recycled products and renewable sources. These clothes are often also sold by Fairtrade organisations, which ensure that the people who manufacture the clothes are paid a proper wage. Even the top fashion magazines now have articles on ethical clothing.

Is ethical fashion realistic? Perhaps, but maybe the only really ethical solution is to buy fewer clothes!

### Teenagers speak out

'I'm not bothered about fashion. I usually wear jeans and a T-shirt with a hoodie, maybe a baseball cap or beanie on my head. I've got five pairs of trainers. I never wear anything else on my feet.'



Fraser

'I spend most of my money in charity shops. I love a good bargain! I like putting unusual clothes together to create a different look. In this photo I'm wearing clothes I found at a car boot sale.'



Maddy

'I've read lots of stuff online about where clothes come from and how they are made, so I try to buy Fairtrade clothes. I've just bought trainers from a shop where they promise to plant one in Ethiopia for every pair of trainers they sell. I like that.'



Jay

## Appendix nine

About 12,390,000,000 results (0.64 seconds)

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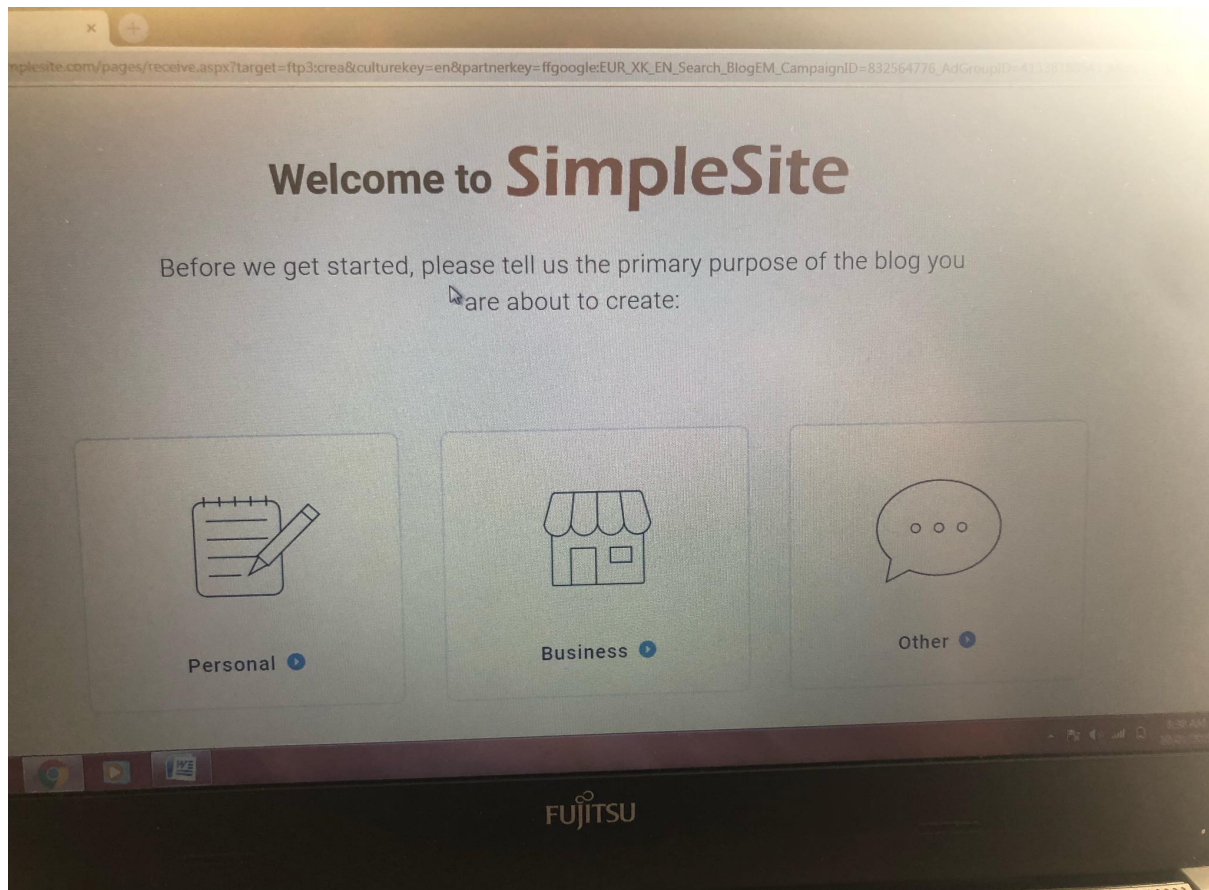
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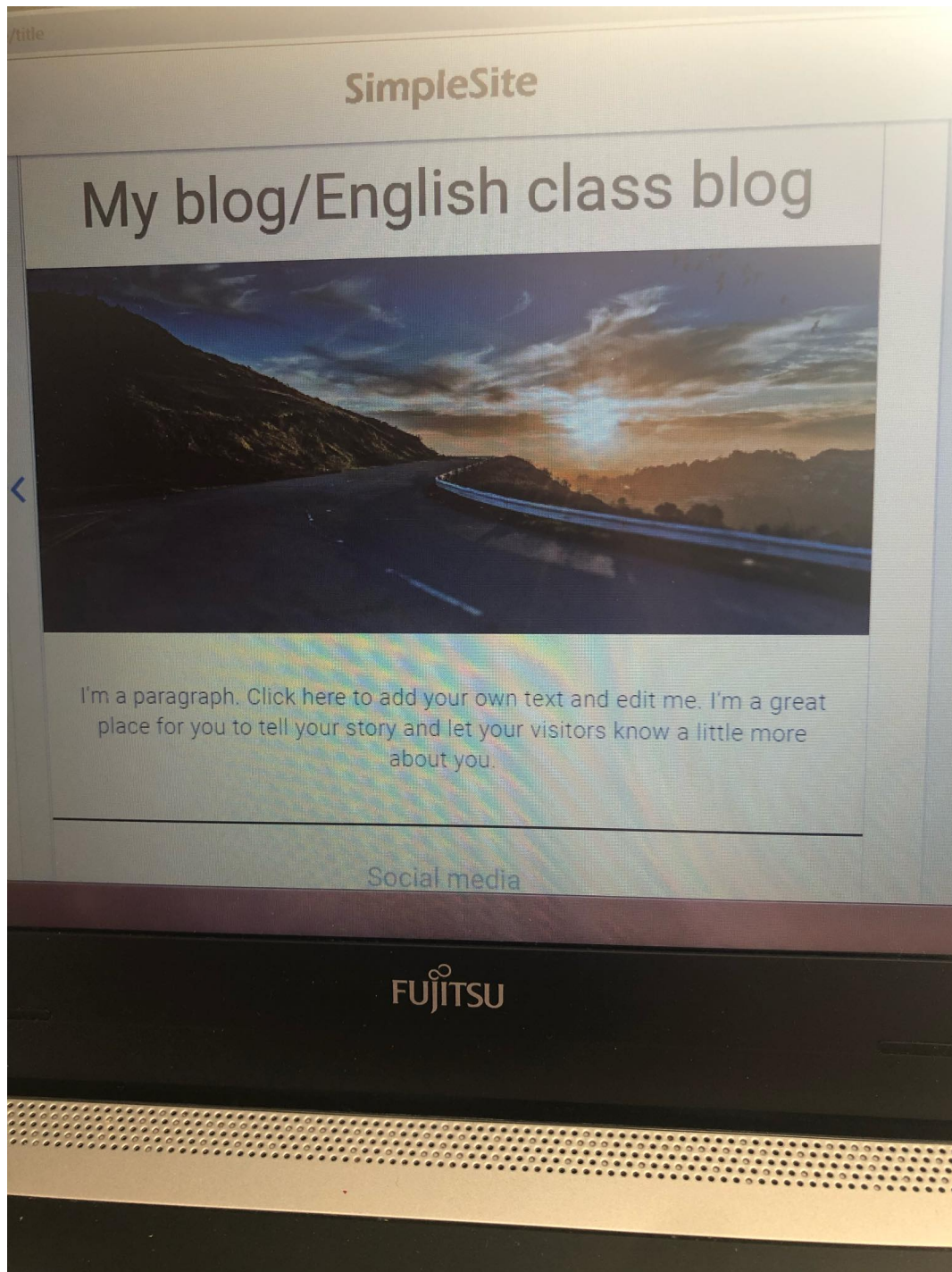


## Appendix ten





## Appendix eleven



Appendix twelve

