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THESIS:

How electronic communication influences English language teaching (ELT) to teenagers – a case study from secondary school "Ulpiana" in Lipjan

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STUDENT DECLARATION

Under my responsibility declare that this policy brief is written by me, it is never presented before another institution for evaluation and has not been published in whole or in separate parts of it. The policy brief not contains material written by another person except as quoted and referred to.

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Abstract

Electronic communication is a type of communication which uses electronic media to transmit the message or the information. This transmission is done by using computers, e-mail, telephone, video-calling, FAX- machine etc. With electronic communication we can share images, graphics, pictures and many other things.

Nowadays, electronic communication are used every day more and more by the people all over the world.We can get informations faster than ever with the help of electronic communication. Different electronic communication like Facebook, Instagram,Whatapp, Youtube, E-mail,Google classroom etc are also used by the people of Republic of Kosovo not only for communication but also for other purposes.

This thesis deals with the influence of electronic communication in teaching English as a foreign language to teenagers.This study aims at investigating the influence of electronic communication in English language teaching in "Ulpiana" secondary school in Lipjan with tenth grade students. Instruments that are used in the research are questionnaire, pre and posttest with the students and interview with the teacher. Except the influence of electronic communication in teaching English, this study also aimed to find how English teachers use electronic communication in their work and which of the electronic communication do they used most.There are around two hundred students and five professors who took part in the research. To identify the scope of this study, the quantitative method approach was used. The questionnaires, pre and posttest are drawn up into the English language. Also, an interview is done with five English language teachers.

Recommendations based on findings and conclusions are expected to be useful for English language teachers, for students, for other researchers in this field and also for Ministry of Education in Kosova which they should take into the consideration the final results.

Keywords: electronic, communication,teaching, learning, English language

Abstrakti

Komunikimi elektronik është një lloj komunikimi i cili përdor media elektronike për të transmetuar mesazhin ose informacionin. Ky transmetim bëhet duke përdorur kompjuterë, postë elektronike, telefonike, thirrje video, makinë FAX etj. Me komunikimin elektronik mund të ndajmë imazhe, grafika, foto dhe shumë gjëra të tjera.

Në ditët e sotme, komunikimi elektronik përdoret çdo ditë e më shumë nga njerëzit në të gjithë botën. Mund të marrim informacione më shpejt se kurrë me ndihmën e komunikimit elektronik. Komunikimi i ndryshëm elektronik si Facebook, Instagram, Whatapp, Youtube, E-mail, klasë Google etj, përdoren gjithashtu nga njerëzit e Republikës së Kosovës jo vetëm për komunikim por edhe për qëllime të tjera.

Kjo tezë merret me ndikimin e komunikimit elektronik në mësimin e gjuhës angleze si gjuhë e huaj për adoleshentët. Ky studim synon të hetojë ndikimin e komunikimit elektronik në mësimin e gjuhës angleze në shkollën e mesme "Ulpiana" në Lipjan me nxënës të klasës së dhjetë. Instrumentet që do të përdoren në hulumtim janë pyetësori,pre dhe post test dhe intervista. Përveç ndikimit të komunikimit elektronik në mësimin e gjuhës angleze, ky studim synon gjithashtu të gjejë sesi mësuesit e gjuhës angleze përdorin komunikimin elektronik në punën e tyre dhe cili nga komunikimi elektronik përdorin më së shumti. Ka rreth dyqind studentë dhe pesë profesorë që po marrin pjesë në hulumtimi. Për të identifikuar fushën e këtij studimi, përdoret metoda kuantitative. Pyetësorët përpilohen në gjuhën angleze. Gjithashtu, bëhet një intervistë me pesë mësues të gjuhës angleze.

Rekomandimet bazuar në gjetjet dhe përfundimet pritet të jenë të dobishme për mësuesit e gjuhës angleze, për studentët, për studiuesit e tjerë të kësaj fushe dhe gjithashtu për Ministrinë e Arsimit në Kosovë, të cilat duhet të marrin parasysh rezultatet përfundimtare.

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Chapter I

Introduction

English is a language which is tought in all public and private schools. English learning starts in the 3rd grade in Kosovo (with the exception of some pilot programs which starts in the 1st grade). English is tought in all the levels of education in Republic of Kosova. Primary schools with three hours for week and secondary schools with two hours for week.

For teaching English in Republic of Kosovo, are used different techniques.We use different electronic technologies in order pupils to learn English language.According to Kosovo Curriculum, Communicative Language Teaching Method (CLT) and Task Based Learning are used to teach students communication in a more successful way. The competences according to Kosovo Curriculum Framework are derived from the goals of the pre-university education and determine key learning outcomes, which should be achieved by the students in a progressive and sustainable way during the pre-university education system (Ministry of Education, 2011).One of the key competencies that students must possess during the pre-university education is communication through foreign languages as well as students' reflexion as effective communicators (Ministry of Education, 2011).

Electronic communication plays a significant role in our live. English is a language that is spoken all over the world. In some countries, English is used as a native language and in some others as a second or foreign language.The ability to communicate fluently in a foreign language is becoming very important. The traditional teaching has failed to reach this success among the students. Today, communication has moved forward from a simple communication to World Wide Web and many kinds of technologies. With electronic communication, now we can talk with each other at any place and at any time we want.

Electronic communicatin is a type of communication that transfer the information using different tools like telephone, computer, Fax machine etc. "Any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a

wire, radio, electromagnetic, photoelectronic or photooptical system that affects interstate or foreign commerce" is defined as Electronic communication(United States v. Reed, 2009).

Today, the use of Electronic communication has become an integral part in teaching process. In today's educational settings it has become very necessary for both educators and the learners to engage with this new communication landscape in a meaningful way (Reid, 2011). Teaching and learning can be influenced by many factors such as class, technology, society but the most influence is from electronic communication. 21st century language educators are facing several challenges in the process of language teaching, one of them is catering the needs of digitally equipped students (Prensky, 2001). Introducing Electronic communication in the teaching process help students to acquire new knowledge and to facilitate with the language. Cuthell (2005) and Benson (2008) have reported positive results of integrating web-based resources and electronic networks in language teaching process. They have also reported that the use of Electronic communication is quite popular among young language learners.

Nowadays, Electronic communication is a need for teachers to provide with the latest methods in teaching. The internet supplies students, educators, and administrators with many opportunities to do their school duties and work when they need at any time and place (Greenhow, 2011). When introducing Electronic communicaion ,students dont have limted place and limited time for learning but they can connect and the informations are available at any time and any place, "… in electronic media, the world becomes the classroom, available 24/7, and not confined to Mondays to Fridays" (Dzvapatsva, Mitrovic, & Dietrich, 2014).

Electronic communication has increased in participating in writing activities. Since e-mail provides a non- threatening atmosphere (Kupelian, 2001) and an arena for students to present their work beyond classroom boundaries (Karchmer, 2001), they are encouraged to write (Leibowitz, 1999). This is a new kind of written language which is completely different from the traditional norms.

In the above mention findings, motivation also plays a role to impact language learning. According to Dörnyei (2003), "motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to

pursue it". The integration of electronic communication may motivate students to go forward with language learning.

Knowing the fact that students' needs are different and specific, the students can achieve their goals in teaching and learning process by using the right techniques.Some of the Electronic communication networks can help our students reach their goals in English language learning and their future profession as well. Just by using some of the Electronic communication platforms, our students can improve their English language skills and in the meantime they can learn how these platforms work and will learn to apply them in their profession in the future.

In today's education, almost all the schools use Electronic communication platform to keep students and also techers informed with the latest announcements. Some of them are Facebook, Twitter, YouTube, Instagram, Google classroom, Drop box etc. Concerning this, various higher learning institutions have developed specific subject websites where both learners and students can interact, in various stages of English learning (Rehm & Uszkoreit, 2012). It is recommended that teachers consider using Electronic communication as additional learning tool in a classroom (Allen, 2014). So, these platforms enable English students to easily contact with their peers for their homeworks, assignments, projects and also to work on group assignments even from their homes.

Application of Electronic communication in many L2 learning contexts has transformed pedagogy, curriculum design, the conception of language learning, even the research in this field. (Wang & Vásquez 2012).Many resources which are available on the internet,especially on Electronic communication platforms are a good way for developing and promoting four language skills.

Facebook,Instagram,Twitter, YouTube, Google classroom, Drop box and some others help learners to reach the information at any time and at any place.They can be in touch with their family and even with their teacher. Electronic communication are useful tools which learners can use their knowledge of language. Language learners in the classroom can increase their knowledge with the communication with their peers around the world instead of being limited

on the classroom.So, electronic communication are a good way of forming student-student and student-teacherinteraction out of the class.

1.1 Introducing Electronic communication in English language teaching

With the use of technology in the globalized world, it is essential for people to have technical skills in order to be able to work. As a result many teachers and many schools are introducing electronic communication in the English teaching .The role of the teacher in this process is to make students learn English with technical skills. Most of our students live in the digitalized world of information and most of them spend a lot of time searching information, scanning, posting photos, videos, sharing etc. It is very easy for us as English teachers to understand the role of technology. It is becoming more important each day how we as teachers can incorporate the electronic networking tools into English language teaching.

When introducing electronic communication in classroom, teachers need to know which of the platforms can improve and increase students 'outcome. Nowadays, electronic communication is a need for teachers to provide with the latest methods in teaching. The internet supplies students, educators, and administrators with many opportunities to do their school duties and work when they need at any time and place (Greenhow, 2011,p.4-12). When introducing electronic communication, students don't have limited place and limited time for learning but they can connect and the information are available at any time and any place, "… in electronic communication, the world becomes the classroom, available 24/7, and not confined to Mondays to Fridays" (Dzvapatsva, Mitrovic, & Dietrich, 2014),p.16).

Electronic communication has many platforms which are used widely around the world. Some of them are Facebook, Twitter, Instagram, YouTube, Drop Box, Blog etc. Facebook is the most used platform in the world for the moment. Teachers and students can use this platform in different ways in teaching and learning process. One way of using it is by creating a Facebook page that all students can like, and where they can post, share, chat, upload etc. EFL students

can even practice the target language they learn in the classroom with native English speakers from different parts of the globe (Yang & Chen, 2007). Some research evidence suggests that frequent interaction with native speakers is critical to the development of language proficiency (Little &Ushioda, 1998).

Another platform which is used in teaching is Twitter. In Twitter people can post short text less than 140-200 characters. With the Twitter, people from different parts of world can communicate and share their knowledge and their experiences. Lee (2011) stated that by using blogs, students can decide what, how much and when they want to publish their work. Students can develop their ability to plan, understand and regulate their own language learning(Baggetum and Wasson, 2006). Similarly, Lomickaand Lord (2011) view that Twitter can help language learners from a collaborative community and language skills. They can acquire a new language in a fun and interactive way.

It is not important how we introduce electronic communication to our students. There is no "right way" to start. However, we should introduce students to electronic communication in a meaningful way which is appropriate for their age and also for their level.

1.2. Promises and problems of Electronic communication for teaching English as a foreign language

The importance of Electronic communication for foreign language learning is huge as the ability to communicate is the main objective of foreign language learning. Common European Framework of Reference for Languages (Council of Europe, 2001) and the US National Standards in Foreign Language Education (1999) as major national and international guidelines for foreign language learning advocate the incorporation of new technologies into the foreign language learning experience. Common European Framework of Reference for Languages underline the importance of learning communication in a variety of contexts while US National Standards in Foreign Language Education emphasize the need the need to provide access through technology to authentic sources of language since such access "helps

establish the necessary knowledge base for language learners" (p. 36). Besides the authenticity, studies carried out in a classroom and laboratories using online technologies indicate that EMC provides a secure, highly motivating, uninhibited and interactive learning environment (Belisle, 1996; Warschauer, 1995; etc.). Some other benefits of networked language learning include more active and equitable learner participation (Kern, 1995; Warschauer, 1996), more student-centered and dynamic environment (Darhower, 2002), and development of overall intercultural communicative competence (Byram, 1997).

English as a foreign language learner in the classroom acquire formal speech habits and their exposure to Electronic communication authentic speech is the only opportunity to learn other varieties of language. Writing interaction via computers and cell-phones has generated a specific way of writing. Electronic writing features comprise but are not limited to innovative abbreviation such as clippings, acronyms, letter- morpheme etc.

Lack of code- switching skills is a second concern which is connected when learners in those areas where standard English is required use compressed writing. Among such instances is the use of informal contractions, non-standard abbreviations, emoticons and texting in academic writing, correspondence with teachers and other formal settings (Abdullah, 1998; Averianova, 2009a; Baron, 008; Berman, 2006).

In order to avoid such problems in teaching English as a foreign language should be paid more attention to second language learners' pragmatic competence because this competence constitutes a new type of literacy for electronic communication. This kind of literacy helps language learners "to understand not only what is acceptable, but also what is expected of members who share a common communication space" (William, 2004, p. 163)

1.3 The importance of the study

Electronic communication is an Internet based technology that is used to create and share online information, which helps facilitate media and information sharing, collaboration, and participation (Evans, 2014). Electronic communication includes messaging, websites, apps, email, blogging and also includes social media platform such as Facebook, Twitter, YouTube

etc. Social media platforms such as Google, Facebook, Twitter, LinkedIn, and YouTube hold a great potential of being an online channel to facilitate student learning by providing a vast opportunity for learners to access and gather information to build, modify, and share their knowledge (Gaytan, 2013). With the rapid growth of technologies and the presence of Electronic communication, the potential to support learning and motivate students is abundant (Gikas& Grant, 2013).

Besides the already established practice of using email exchange and on-line chat in foreign language instruction, there are reports of the successful implementation of blogging (Campbell, 2003), collaborative writing in wikis (Emigh& Herring, 2005; Lee, 2009), social networking through Facebook, Twitter, MySpace and other interactive websites (Hislope, 2008), and social networking through Facebook, Twitter, MySpace and other interactive websites (Hislope, 2008).

Electronic communication has proved to be an equalizer in the classroom of some second and foreign language teachers. Tella (Tella, 1992) found that Finnish girls, who traditionally have less access to and experience with computers than boys, benefited greatly from their full and equal participation in an international English-language e-mail project. Kelm, citing anecdotal evidence from his own teaching, reports that in his Portuguese classes computer-assisted classroom discussions are great equalizers of student participation (1992, p. 443). Kern (in press) compared electronic and face-to-face discussions of the same length in his university French class and found that all students participated in two 50-minute whole class electronic discussion but four did not participate at all, while five tended to dominate, in two 50-minute face-to-face discussions. Sullivan and Pratt (in press) conducted a similar study and found that 50% of the students participated in a whole class face-to-face discussion compared to 100% in a whole class electronic discussion.

Electronic communication help students to develop knowledge based on communication and based on different posts and shares on different platforms. Lau (2012) reported that Electronic communication help initiate learning activities among students. Mao (2014) investigated high school students' affordances for Electronic communication platforms, their attitudes and

beliefs about these new technologies, and related obstacles and issues in using these platforms. Findings indicated that students show positive attitudes and beliefs about Electronic communication use in education.

Considering the fact that today the influence of electronic media not just to teaching is very huge, we can say that electronic communications a tool for creating a good learning environment. Educators are continuously experimenting with newest technologies hoping to stimulate critical thinking, communication, collaboration and knowledge construction. Electronic media technologies offer the opportunity to receive and to create content.

1.4 Aims and objectives of the study

This study aims to provide us with useful information about how electronic communication influences English language teaching as a foreign/second language. This study took place in "Ulpiana" secondary school in Lipjan Municipality. In this study participated the tenth grade students. There were two hundred students and their age was around fifteen- sixteen years.

As the major objective of this study were:

- ❖ To find out how electronic communication influences the English language teaching.
- ❖ To find out which of the electronic communication do teachers use more in their teaching.
- ❖ To find out if proper use of electronic communication technologies allows a more systematic integration of language.
- ❖ To find out which of four language skills is learnt better from the students using electronic communication.

Research questions of the study were:

1) Which of the electronic communication do teachers prefer more?

2) What are the challenges that teachers face using electronic communication?

3) What are the impacts of electronic communications on four language skills?

4) Do the electronic communication negatively affect the process of teaching?

Hypotheses of the research were as follows:

➢ Electronic communication can increase collaboration, participation and team work in the class.
➢ Electronic communication can create more colorful and stimulating language classes.
➢ Electronic communication provides opportunities for English teaching outside the classroom.

Chapter II -Literature review

2.1 Overview

Electronic communication have been described as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content" (Kaplan & Heinlein 2010).

Considerable research has been carried out on the use of individual electronic communication tools, such as social networking sites (Clark &Gruba 2010, Brick 2012), blogs (Hourigan& Murray 2010) and wikis. Wang & Vasquez (2012) suggest that, while blogs and wikis are popular, the use of Electronic communication applications for language learning is less frequent. However, Laru et al. (2012) argue that there is very little formal research on the integration of multiple tools to support learning.

Marc Prensky (2001) wrote about a fundamental change in the way young people interacted with technology. At a time when the Internet became more accessible to the mass market, a new generation of "digital natives", born between 1977 and 1995, grew up surrounded by

technology and became accustomed to using new media throughout their daily lives. The following observation, from an Irish marketing student, clearly reveals how this generation now functions in modern society:

We are plugged in 24/7, can source all the necessary information, in a matter of seconds and we will make sure to share it with our friends via Facebook, Twitter, MySpace, texting, blogging or instant messaging. Our generation is very good at multitasking so don't be surprised if we use the above-mentioned media all at the same time (Sablovscaia 2010).

A large number of people are interested in learning and interaction in more than just one language, for economic, scientific, politic purposes. Electronic communication offer these opportunities since the physical assess with native speakers often is impossible. Brick (2011a) argues that one cannot ignore the power of Electronic communication in learning languages because by using the distinctive features of the networks, improving various contextualized linguistic skills, such as reading, writing, listening, and speaking may become possible. These distinctive features include: the combination of Internet-based communication instruments and Web 2.0 tools (Malhiwsky 2010) such as web pages, chats, group work, blogs, group and individual messaging and e-mail, commenting and private messaging between users (Heiberger& Harper 2008). This can help to increase the students' motivation and engagement which lead to better language learning.

While Electronic communications are used as a connection among the individuals, electronically- mediated communication it is increasing its use in teaching English as a foreign language. Besides the already established practice of using email exchange and on-line chat in foreign language instruction, there are reports of the successful implementation of blogging (Campbell, 2003), collaborative writing in wikis (Emigh& Herring, 2005; Lee, 2009), social networking through Facebook, Twitter, MySpace and other interactive websites (Hislope, 2008), and so on. Recently, the emerging practice of using short-message exchange (SMS) activities as an EFL teaching and learning tool has attracted noticeable attention. The negative attitude of educators towards texting is rapidly changing now to accepting

mobile phones as an indispensable part of the youth culture and utilizing this technology as a learning tool (McCarty, 2009).

Redecker et al. (2010) argue that Web 2.0 has a considerable influence on the improvement of motivation and engagement. Junco et al. (2011) investigated the use of the social network Twitter in teaching based on the theory of Astin (student engagement), but merely indicated that the engagement is higher in the experimental group (which uses Twitter) than in the control group. Others (Chen et al. 2010; Nelson Laird &Kuh 2005) did report that there is a positive relation between integration information technology and students' engagement.

Another author (Sandhouse 2012) argues that Facebook, as an educational tool, can increase students' involvement; Junco (2012) suggests that Higher education administrators use Facebook as an opportunity for increasing students' engagement. Roblyer et al. (2010) argue that through using platforms such as Facebook, teachers can increase the overall quality of interaction which in turn promotes the interaction and engagement among students.

2.2 The difference between Electronic communication and social media

In ancient times the communication was done using codes and telegraphs. Afterward, TV, the wired telephone and wireless radios were invented and used by electronic industry. But at the present time, the information, communication can be shared easily at any time and at any place by using electronic communication.

In order to understand the difference between Electronic communication and social media, we should first define them. According to Wikipedia, social media are interactive computer-mediated technologies that facilitate the creation or sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Electronic communication is an Internet based technology that is used to create and share online information, which helps facilitate media and information sharing, collaboration, and participation (Evans, 2014). Electronic communication includes messaging, websites, apps, email, bogging and also includes social media platform such as Facebook, Twitter, YouTube etc.

Any communication done electrically is Electronic communication. All social media platforms are part of Electronic communication but not all Electronic communication is social media. Electronic communication includes social media and it enables to interact, share, create and communicate online. Electronic communication includes also apps, websites, messaging, video chats, blogging, emails but it is not limited to and also includes social media such as Facebook, Twitter, Instagram, YouTube etc. Both of them, Electronic communication and social media can create new opportunities for extending education.

2.3 The ways of using Electronic communication in English language teaching

Electronic communication is a part of our students' lives. They always are busy checking the latest news on the Facebook or tweeting outside or even inside the classroom. When English teachers introduce electronic communication in English classrooms, they need to know which electronic communication platforms can improve and can support their teaching and their students 'outcomes. We can use their addictive on technology and get student learn better with the methods they like most. When language teachers, decide to introduce Electronic communication in teaching process, they should think about the best ways of using Electronic communication in classroom.

One of the ways of using Electronic communication in teaching English is by creating a Facebook page of Twitter account for the class. There we can post updates on the timeline, homework assignments, share or post different text and ask students to translate the text or to summarize. We can create a Twitter account and start tweeting with 140 character limits. By creating a YouTube account, students can record a video speaking in English about different topics. Before uploaded on the YouTube, those videos should be seen by the teacher. Another way of using Electronic communication is by creating a Pinterest account. We can take cards or objects, add a description and "pin" to the board.

In teaching English, another electronic platform is also Wikipedia which can be used as a discussion forum. According to Grandzol and Grandzol (2010), in an advanced English class, Wikipedia can be utilized as a forum to discuss different ideas and thoughts about books the students have read independently. Since these books have been discussed exclusively on the wiki, the discussions are student-centered and student driven. Taranto, Dalbon and Gaetano (2011) also claimed that while the wiki acts as a kind of moderator, the students are actually the driving force behind each discussion. The students "question, challenge, and respond to one another in a fast-paced, equal-opportunity environment with which they are extremely familiar; this mimics many of their social interactions on the Web outside of school" (p. 13)

A blog, from "weblog" is a self-published of collections of writing and photos. Blog can be used in a classroom in many different ways. Students can create a class blog where other students can write posts on interest topics. The students can add comments on the same topic. Students also can create lesson based on blogs. The students can exchange their opinions on each other blog and answer the questions.

It is easy and exciting to work with electronic media platforms, but we should be very careful especially if we work with minors, to be sure that they won't post sensitive information online. We can create hidden profiles on Facebook, creating blog password or protecting Twitter accounts. Today is the world of technology and by refusing to engage with our students on the digitalized world, we can never understand their needs.

2.3.1 Teaching English through Facebook

Facebook is one of the most used electronic communications in the world. . Despite being known primarily for social networking activity, Facebook is being recognized as a respectable e-learning platform (Bosch, 2009).Teaching English through Facebook can create collaborative and independent environment of learning. (McLoughlin& Lee, 2008) reported that Facebook has various tasks of communications, material sharing, modification and collaborative construction.

Facebook was launched in 2004, where school students can access to the profile of each other. It enables users to keep personal profile and interact with other people, keep-up with their friends, and send and receive messages and learn about people with who on they meet (Thompson, 2008).Using Facebook as an emerging media for communication is considered one of the most important social networking sites that provide people the access to others without any boundaries (Benett, 2006).

Four language skills (writing, speaking, reading, and listening) can be taught by using Facebook. Facebook encourages students to do their homework (Kitsis, 2008), eases learning foreign languages (Abidin, Ahmad, &Kabilan, 2010), and has positive effects on learning language skills (Depew &Skerrett, as cited in Aydin, 2014, p.157). Facebook nowadays is used as an educational tool in many schools.(Blattner&Fiori, 2009) stated that Facebook is the primary Electronic communication platform that takes pride in its more than billions followers and it is one of the fastest growing and well known situates on the Internet. One way of using Facebook is by creating a page which students can like. In that page, teacher can share, post, create closed group, upload course content on the group etc.

Facebook has a variety of interactive features and it attracts the users to play and enjoy it (Ellison etal., 2007). The Facebook can provide an environment to develop discourse communities. Personal profile pages can be created by the students where they can post activities and interests with each other. Previous study by Melor et al. (2012) revealed that Facebook can be embedded in writing activity as the participants utilize the features in Facebook to learn new vocabulary by reading the comments of the other students in the group, discussion in getting ideas for writing, and spell-check by peers. The study also proves that using Facebook actually can help the students in completing their essays easier by participating in the Facebook group discussion.

Kho&Chuah (2012) did a study on Encouraging ESL Discourse Exchanges via Facebook, and from the result obtained, it is recommended that the educators incorporate the teaching and learning activity with Electronic communication platforms such as Facebook in order to create more fun and interactive lessons. From the study, the students involved actively in exchanging

ideas or opinions through Facebook compared to traditional classroom. Apart from that, the students claimed that their vocabulary was enhanced by reading the comments by their friends in the group.

Another language skill which can be practiced with the help of Facebook is listening skills. We can hear different items, speeches, songs, poems, discussions etc. by using Facebook. The students can improve their vocabulary with listening. "Though we listen so much to so many things/people, not many of us are good listeners as listening is rarely taught at school or at home". (Hariprasad&Prakasam,2006).

Teachers should not ignore the fact that now students live in the "digitalised world" and they spend hours in the things they like. Teaching and learning through Facebook is interesting and a modern way of teaching.Teacher can motivate students by introducin them to things they like. To sum up,Facebook is a communication tool and a educational tool.Is up to us how do we use.

2.3.2 Teaching English through Twitter

Twitter is a network site which allows its users to send and receive short messages called "tweets". These tweets can only be 140 characters long. Twitter can be used for different purposes like to meet and talk to new people, family, and friends. We can find there different articles, materials, links, lesson plans etc.

Although, Twitter is the youngest of all micro-blogs, today Twitter is one of the most used platforms. With the help of Twitter, people from all over the world can easily communicate to each other. They can comment, share to each other. By twitting, people can express professional experiences and also daily life activities. Different topics can be discussed in Twitter, where millions of ideas can be collected.

Many studies are made from the beginning of introducing Twitter in teaching process to find out the usefulness of Twitter in teaching. Lee (2011) stated that by using blogs, students can decide what, how much and when they want to publish their work. Students can develop

their ability to plan, understand and regulate their own language learning(Baggetum and Wasson, 2006). Similarly, Lomicka and Lord (2011) view that Twitter can help language learners from a collaborative community and language skills.

Borau, et al. (2009) conducted a study to analyze the usefulness of Twitter in SLA that showed that it can help language learners to mastery over communicative and cultural competence. Junco et al. (2012) too focused his study on Twitter and additionally on student engagement. They found that Twitter with regard to educational relevance had a positive impact on students" engagement and eventually positive effect on final grades. In the line, Junco et al (2012) also emphasized using Twitter to improve students' collaboration, involvement and success in language learning.

Twitter can also motivate young learners to learn as they are IPhone generation who are no more interested in learning in traditional way. The students do all their things by using smart phones, computers or any other equipment. We should take the chance to facilitate the young learners with introducing digital technology in their teaching.

Some of the benefits for student to use Twitter are learning vocabulary where students can follow many accounts to learn new words and phrases. Learning grammar and correcting grammar are two parts that also Twitter helps increasing. Students can conduct a Twitter interview by inviting many experts, authors, celebrities, leaders etc. Track a hash tag, write a story or poem, connect with community, take and share notes are just some of the things that we can do with the help of Twitter.

2.3.3 Teaching English through YouTube

YouTube is an Electronic communication platform that is very popular especially among young users. YouTube is a very attractive platform that contributes to the global education (Bonk, 2009). It is being increasingly used by educators to teach the English language (Duffy, 2008). It "offers fast and fun access to language and culture-based videos and instruction from all over

the globe" (Terantino, 2011, p. 11). (Crick, 2016) said that learning a language on YouTube is easy and students prefer a traditional low-tech method of teaching on YouTube.

The videos which are found on YouTube are one of the easiest technology tools for teachers to use in their classroom. There are unlimited numbers of videos which a teacher could ever use. Videos uploaded on the internet can bring to students and also to teacher multiple benefits. Money and time are two things which have been creating so many hurdles in accessing the authentic video content in the past (Tarunpatel,2009). English language teaching and learning now is easier with the help of YouTube where we can upload, view and share videos. The good thing is that you have to pay nothing to access on the YouTube. Everything is free.

Teachers can use YouTube for different purposes like using YouTube as a source of inspiration, for listening and comprehension activities in classroom, to teach new vocabulary, to introduce new topic in class and to use YouTube as a source of realia. There are thousands of ways on YouTube where students can find inspiration from the videos on YouTube. If the students have to write an assignment on a particular topic, they can watch a video on the same subject and think what they will write. If the students have to film their own videos, they can follow an example of the already published video etc.

YouTube videos are a great source of vocabulary. We can introduce new vocabulary to our students by YouTube videos. We can give students a transcript of the video with the key vocabulary words replaced by blanks. We can make teaching English very helpful and fun with the use of YouTube. "Learning a language might be easier on YouTube as well as hearing and seeing how a foreign language is spoken and the subsequent learning of that language is significantly enhanced in video format." (Crick, 2016)

2.3.4 Teaching English through Blog

A Blog is a site or online journal published on the World Wide Web (WWW) for discussion or informational purposes in a reverse chronological order (Blood, 2000; Dyrud et al., 2005; Kajder& Bull, 2004). Blogs that interactively allow their visitors to leave comments and messages (Mutum& Wang, 2010) consist of web-based journals that are easily linked and cross-

linked in online communities (Goodwin-Jones, 2003) or discrete entries or posts that are created by single individuals, small groups or multiple authors.

If you know how to use a Blog effectively, a Blog can be a great source for teachers and also for the students. We can find a blog for every topic we want. Blogs are a great tool to use inside and outside the English teaching classroom. There are a number of reasons why a teacher can use Blogs in his/her teaching. Blogs are a great source for reading. It does not matter what topic you have chosen, Blog can cover any topic. Blogs can be used as a social interaction, also for classroom communication, for self -study and independent work, for writing practices, Blogs for ESL teachers etc. As blogging helps learners to construct knowledge, which refers to the process of constructing meaning from past experiences, it serves as a valuable tool for developing ideas collaboratively with peers and teachers (Jones &Brader–Araje, 2002).

2.3.5 Teaching English through Email

Electronic mail or in short E-mail is one of the most used type of Electronic communication. E-mail is an excellent tool to use in learning and teaching process. E-mail is very economic, fast and effective type of communication that we can use to communicate with our students, parents, manager and others. By using this type of communication, one can send message by mail to another person immediately. First, we need to create an account and then we can send a message, phones, videos, documents, media files etc. This communication has many benefits and has replaced many types of communication. E-mails are completely free and this communication doesn't affect the surrounding.

Although, E-mail is well established in education, it is not fully integrated in curriculum. E- mail is relatively new in undergraduate curriculum but introducing e-mail to any curriculum has many benefits. Students and schools benefit a lot from using e-mail in the process. When students use e-mail they find that schools are accessible for more than office hours. Office hours are extended virtually by e-mail any time and any place. Students can learn and discover to use educational resources that exist beyond the boundaries of the school. E-mail let the

students and schools to join from all over the world, from all ages in discussions of mutual educational interest. This large group can bring together people from different religions, from different cultures, educational system enriching students on the local campus.

E-mails assist students in language learning and using e-mail has many advantages for the students. E-mail can increase motivation through collaborative learning and self-directed, improve literacy, facilitate foreign language learning, increases access to technology etc. Using e-mail also has benefits for teachers. E-mail engage students with fun and exciting learning situations, connect to other teachers to share projects and ideas, participate in many international projects in different areas, teaching technology rather than administrative tasks.

Teaching through e-mail also has some general advantages. We can communicate very quickly, in a minute or second with anyone or anywhere through e-mail. Once we use how to send e-mail, everything is sent in the same way like letters, pictures, files etc. We can deal with e-mail at a convenient time, it's free to use and has not to do with a distance.

2.4 The advantages of using Electronic communication in teaching English

Todays' society has changed with the use of computer. Computers have played a crucial role in a way in which humans communicate. Now, with the help of computer and through the electronic communication platforms like Facebook, Instagram, and YouTube etc. we reach family and friends easily. Many studies have demonstrated the benefits of using Electronic communication in education (Al-Rahmi& Othman, 2013a; Chen et al., 2010; Faizi et al., 2013; Junco et al., 2011). According to Gurcan (2015), Electronic communication can be used in academic settings to improve communication skills between students and teachers, promote students' engagement, facilitate collaborative learning, and enhance academic relationship among peers.

Some of the pros of using electronic communication in the classroom are: Electronic communication increases teacher- student relationship which is very important to the growth

of students. Swartz and Pollishuke (2013) warn supporters of the use of electronic communication that teachers' conduct can, and has, come into question in recent times as they become involved in Electronic communication (Swartz &Pollishuke, 2013, pg. 253).

Electronic communication can improve communication among the students and teachers. Electronic communication platforms like Facebook and Twitter improve communication by responding to students 'question on Facebook or Twitter, homework assignments, lesson plans, posting or sharing different materials. Students also can use electronic media to prepare and find employment. They can post a resume, research a company and connect with employers. Students can follow organizations, businesses in order to stay updated.

 2.5 The disadvantages of using Electronic communication in teaching English

When comes to Electronic communication, teachers should not think if using or not electronic communication in classroom but to think how to use it. Despite the benefits of implementing Electronic communication in ESL classroom, critics argue that "there are serious risks to using Electronic communication in the classroom" (Lederer, 2012). As mentioned in the study by Al-Rahmi and Othman (2013a), there is a need to control and manage students' time on the use of Electronic communication, as it would have a negative effect on the academic performance of students. Sometimes, some students spent more time visiting Electronic communication platforms for entertaining themselves.

The use of Electronic communication sometimes can be a distraction in the classroom. Electronic communication platforms like Facebook, Twitter, Instagram can divert students 'attention from what is happening in the classroom and disrupt the learning process. Teachers should be sure that Electronic communication in the classroom won't be abused because students can use Electronic communication for playing truant. Electronic communication can also be a tool for harmful behavior even at school. Teachers should be wary of any possible risks and intervene before becoming too serious.

Students who use Electronic communication may be misguided by the wrong information. Sometimes, some of the websites can have wrong information which is copied from the other sources. Learners may believe the information without checking its authenticity. Cheating is another activity which has increased with the use of technology in classroom. Smartphones and Internet are available everywhere and for the teachers is very difficult to control especially in the examination environment.

Some of the other disadvantages of using Electronic communication in classroom are increase rate of cyber bullying, makes learners disconnected with the world, major challenges for teachers, difficult to deal with online courses, extinct of good handwriting, replacing books with e-books etc. Teaching process will be useless if the teacher is not aware what sources to use and how to use it in the classroom.

From the review of literature above, we can summarize that Electronic communication plays a crucial role in everyone's' life. People are using Electronic communication not just for teaching and learning a language but also for economic, scientific and political purposes. As mentioned earlier, Electronic communication improves communication between teachers and student, promotes engagements, facilitate collaborative learning, and enhance academic relationship between peers. By using one of the Electronic communication platforms, teachers can increase students' involvement, interaction and engagement. All of these are mentioned in this research and are meant to be proven as they are the hypotheses of the research.

Chapter III-Research Methodology

3.1 Background of the study

The process of learning starts very early and is quite complex. There are different ways of learning. Electronic communication is a way of learning a language. Nowadays, Electronic communication has become a language learning tool for academic and also for public use. Tools and platforms such as Facebook enhance communication and human interaction can potentially be harnessed for language learning. Students and teachers can use Electronic communication for learning and teaching through discussions, posting and sharing academic materials.

Participants in this research were two hundred students, around fifteen- sixteen years who were in the tenth grade of secondary school "Ulpiana" in Lipjan. Sixty percent of the students were girls and forty students were boys. Most of the students were from the rural area, from the villages near the city Lipjan and only a small number of students were from the Lipjan. As the students were in the tenth grade and their level of English was Pre- Intermediate. Five English language teachers have participated in the research. All of the teachers were with a Master degree. The purpose of this study was to find out the influence of Electronic communication on learning English as a foreign/second language.

Furthermore, this study will answer many important questions that were unclear until now. Dornyei, Z. (2003) stresses the importance of questionnaires as they are one of the most common methods of data collection in the second language research. In this study are used a questionnaire, interview and a test which have been analyzed in order to find answers for our questions.

3.2 Research questions

1) Which of the electronic communication do teachers prefer more?

2) What are the challenges that teachers face using electronic communication?

3) What are the impacts of electronic communications on four language skills?

4)Do the electronic communication negatively affect the process of teaching?

3.3 Research Hypothesis

The hypotheses of the research were as follows:

- ➢ Electronic communication can increase collaboration, participation and team work in the class.

- ➢ Electronic communication can create more colorful and stimulating language classes.

- ➢ Electronic communication provides opportunities for English teaching outside the classroom.

3.4 Methods and instruments of the research

The research study was done with the following instruments:

Questionnaire-is one of the instruments which was used to find out the real influence of Electronic communication on learning English as a foreign/second language.The questionnaire consisted of ten questions and the questions were all in linkerd scale where students had to circle just one correct answer.

Pre and Post - Test was the second instrument of the research which was done with the students. Pre and posttest had 60 students. Pre and Post test had grammar and vocabulary, reading and also writing part.

Interview-the interview was held with five English language teachers who work in "Ulpiana" secondary school in Lipjan. This interview will serve as a data to gather useful information about their general opinions for Electronic communication and for language learning according to their experience.The interview consisted of seven questions which were conducted in order to elicit information about teacher's opinion regarding this topic like which social media she/he uses most, advantages and disadvantages of social media in teaching etc.

3.5 Data collection process

Since the study has been quantitative and qualitative, the researcher has collected data from students and teachers. The role of teachers has been to answer questions from the researcher in the interview while the role of students has been to answer the questions in the questionnaire and in pre and post test.

 Beginning the study, the questionnaire was presented to the students. Students were informed that their given answers in the questionnaire will not be graded, that it was anonymous, and that the aim of the questionnaire was only for research purposes. After distributing the questionnaire to the students, the students were provided with the needed explanations. The questionnaire contained ten questions. The questions were related to how electronic media increase collaboration and team work in the classroom, can electronic media really stimulate students in learning English language, do students use Electronic media outside the classroom for learning purposes etc.

The students had pre test as the second instrument. After two weeks of using Electronic communication platforms for learning Englisht, students had to complete the post test. At the end, pre and post test results will be compared.

The interview with five English language teachers was the third and the last stage of using instruments for the study. The teachers were informed about the study and its purpose. As the teachers were aware of the study purpose and they agreed to be participants for this study. There were five questions that teachers had to answer. The questions were all in English language. The questions were presented to the teachers and their answers were written by the researcher. As the teachers' names are not important, their answers were registred as teacher 1, teacher 2, teacher 3, teacher 4 and teacher 5. Furthermore, all the teachers expressed their opinions about using Electronic communication in the classroom.

After that these results were analyzing deeply and each part was compared separately and appropriately. Then, the accurate results of this study were presented below in data analysis.

Chapter IV -Data analysis

4.1Introduction of study results and discussions

The fourth chapter describes in details the process of collecting data and the final result from the three instruments, from the questionnaire with the students, from the pre and posttest and from the interview with teachers. These instruments have been analyzed deeply in order to get the final results and comparing these results has been the main point of this study. These three instruments are described in details in this chapter. The results gathered from the instruments had proved the influence of Electronic communication in English language teaching to teenagers.

The first instrument that was used in this research was questionnaire. The questionnaire consisted of ten questions of Likert scale. The questions were all about the influence of Electronic communication in teenagers. All the questions were completed online in Google Form by the students. The questionnaires were anonymous. The second instrument was pre and posttest with the student. The pre and posttest were in different language skills like grammar and vocabulary, reading and writing. The third instrument was the interview with the teachers. The interview was done with five English language teachers. All of them were from secondary school" Ulpiana" in Lipjan, and all of the teachers were with a Master degree. Their age was between 28-35 years. Different questions were done regarding their experience in using Electronic communication in classroom. The analysis of the total study findings is related to the research questions that served as a guide for this research.

4.2 Results from the questionnaire

Questionnaire was the first instrument that was used with the students. Two hundred students completed the questionnaire. Students' questionnaire aims at collecting data about the usage of Electronic communication from students for English language learning. The results of students' questionnaires were so impressive because of its findings.

The table below shows the findings about the first question which is: I use mostly English when I communicate on Electronic communication.
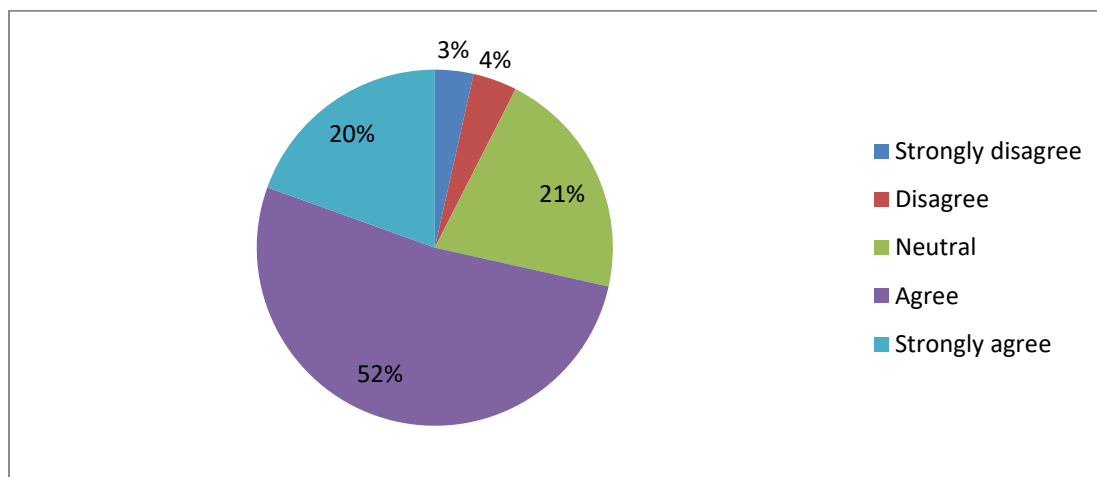
Figure 1: I use mostly English when I communicate on Electronic communication

According to the results obtained from the data, most of the students (52%) agree in using English when communicating in Social media. In order to prove the first hypothesis the second, third and fourth questions were formulated as following:

➢ Using the electronic communication in class gives me the opportunity to discuss with peers.

➢ Using the electronic communication in class facilitates interaction with peers.

➢ I believe that using Electronic communication improves collaboration and participation in class

The hypothesis was: *"Electronic communication can increase collaboration, participation, interaction and team work in the class".*

As we can see in the figure 2, most of the students (41%) think that using Electronic communication in class gives them the opportunity to discuss with peers.
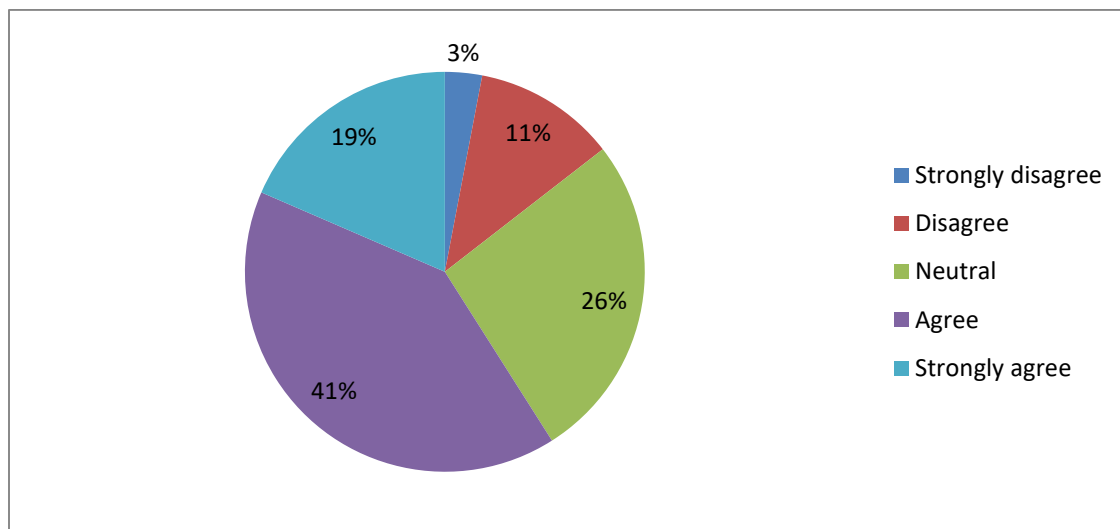
Figure 2: Using Electronic communication in class gives me the opportunity to discuss with peers

The third question is related also to the first hypothesis. The percentages are demonstrated in the figure 3.
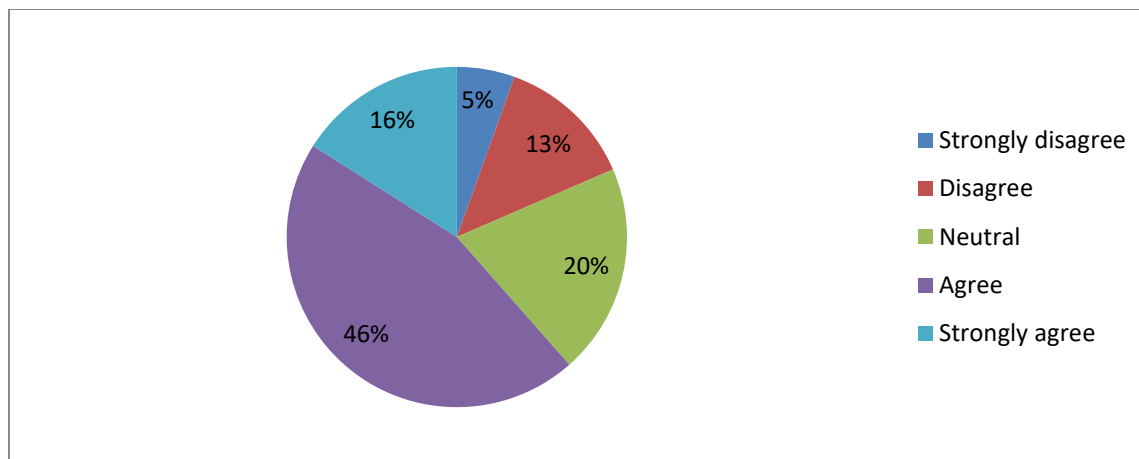
Figure 3: Using Electronic communication in class facilitates interaction with peers
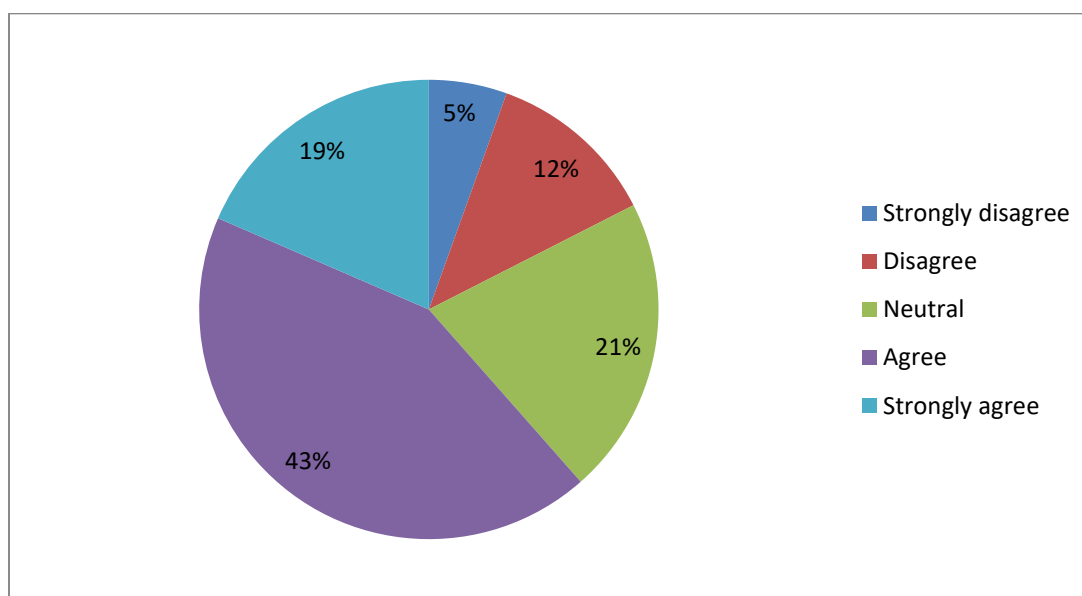
Figure 4: I believe that using Electronic communication improves collaboration and participation in class

Regarding to the fourth question, as we can see from the results, the majority of the students think that using Electronic communication improves collaboration and participation in class.

In order to prove the second hypothesis which is "Electronic communication can create more colorful and stimulating language classes" the research questions was conducted as following:

➢ I believe that using electronic communication in classroom stimulates language learning

➢ With the use of electronic communication platforms learning English is more interesting and colorful
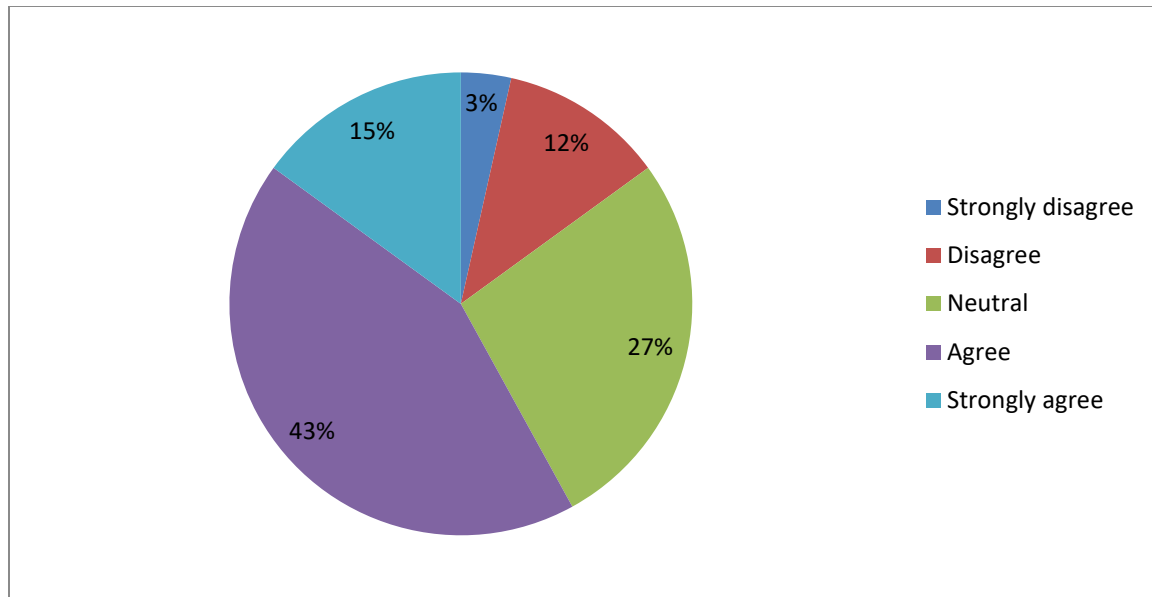
Figure 5: I believe that using electronic communication in classroom stimulates language learning

As it can be seen from the chart, the majority of the students believe that using Electronic communication in classroom stimulates language learning.
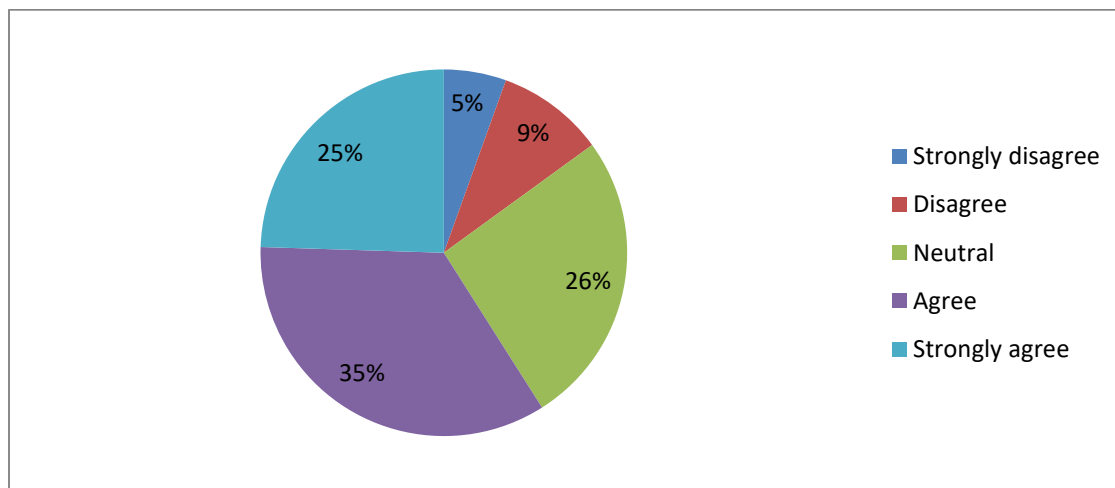
Figure 6: With the use of electronic communication platforms learning English is more interesting and colorful

The results from the figure 6 show that the majority of the students think that with the use of Electronic communication platforms learning English is more interesting and colorful.

The next fourth questions, seven, eight, nine and ten question deals with the help of Electronic communication in English teaching outside the classroom. Based on these questions, the third hypothesis was formulated as following: "Electronic communication provides opportunities for English teaching outside the classroom". The questions for this hypothesis are:

➢ Each of us has a blog for assignment submission where we share book reviews, history research papers, and other assignments outside the classroom
➢ I use Facebook, Twitter and other platforms outside the classroom for learning
➢ Teachers always use electronic communication to be connected with us
➢ Our class Facebook page helps me to be informed about my activities on school

The data analysis for the seventh question shows that the majority of the students think that each of the students has a blog for assignment submission where they share book reviews, history, research papers, and other assignments outside the classroom.
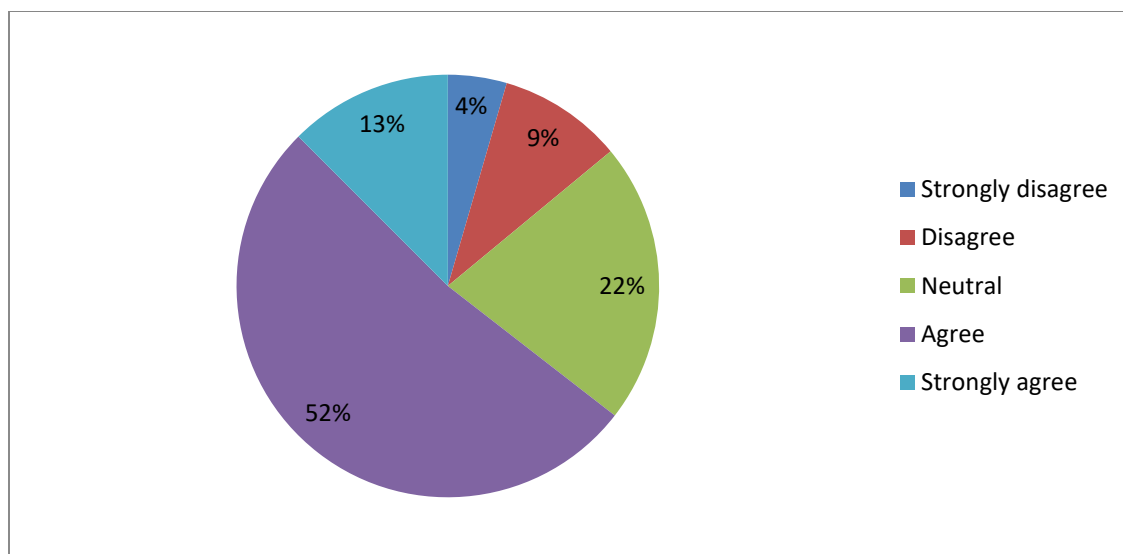
Figure 7: Each of us has a blog for assignment submission where we share book reviews, history research papers, and other assignments outside the classroom
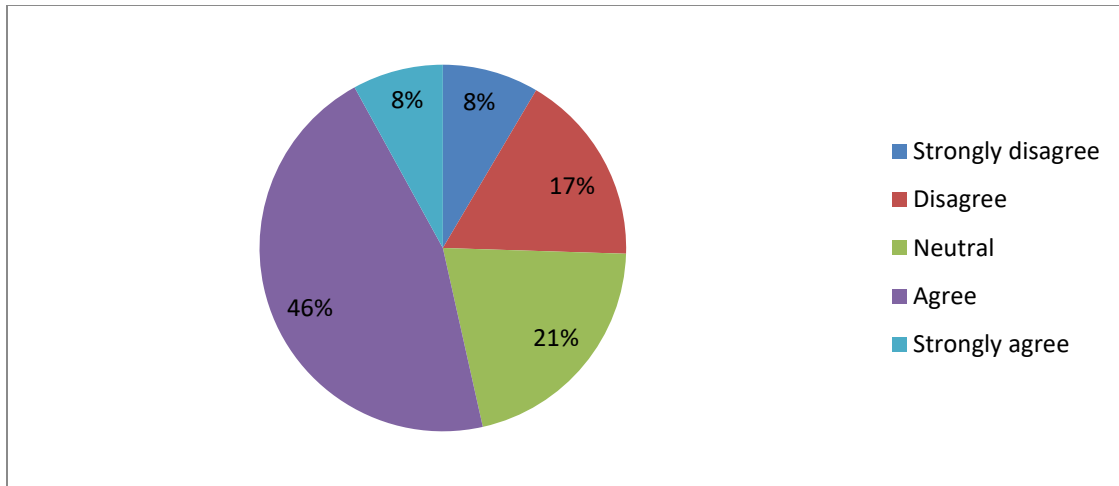
Figure 8: I use Facebook, Twitter and other platforms outside the classroom for learning

The results for the eighth question are presented in the figure 8.

In the ninth question, the majority of the students think that teachers always use Electronic communication to be connected with them.
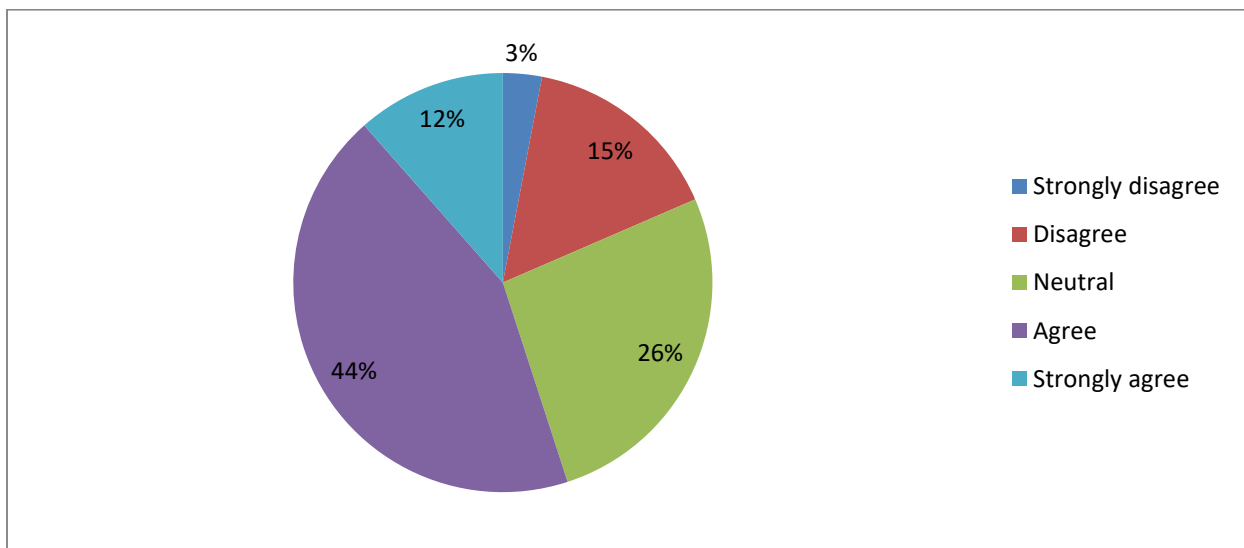
Figure 9: Teachers always use electronic communication to be connected with us

In the last, tenth question, the results show that the majority of the students think that their class Facebook page help them to be informed about their activities on school.

31
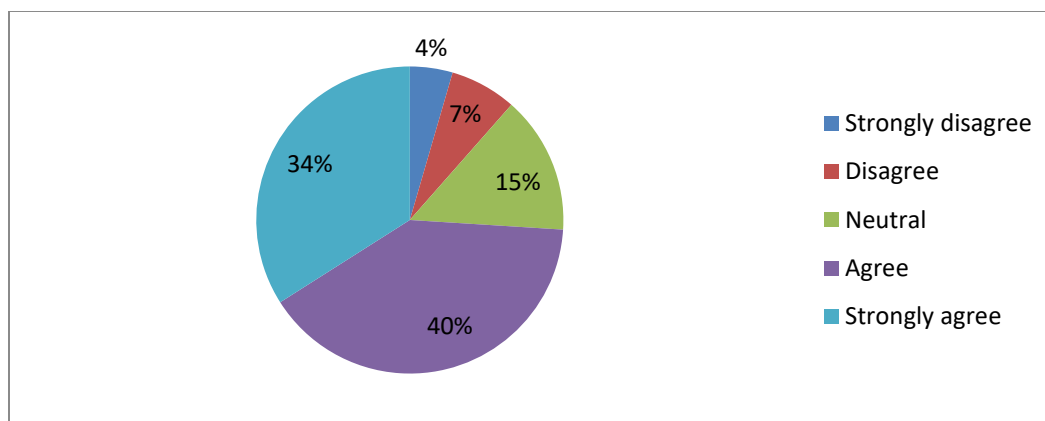
Figure 10: Our class Facebook page helps me to be informed about my activities on school

4.3 Results from Pre and Posttest

The second instrument was pre and posttest with the students. 60 students were part of it. First, students had to complete the pretest and then after two weeks of learning with Electronic communication platforms, the students had to complete the posttest in order to see if Electronic communication platforms improve English language learning.

Regarding the results of the pretest, the student 1, in grammar and vocabulary part from all 8 points had 2 correct answers, in reading part, from all 4 points had 1 correct answers and in writing part had 0 points out of 10. Student 2, in grammar and vocabulary part had 6 points, in reading part 2 points and in writing part 5 points. Student 3, in grammar and vocabulary part had 3 points, in reading part 0 points and in writing part had 0 points. The student 4 had 3 points in grammar and vocabulary, 2 points in reading and 5 points in writing. The student 5 had 4 correct answers in grammar and vocabulary, 2 correct answers in reading and 5 points in writing. Student 6 had 5 points in grammar and vocabulary, 1point in reading and 0 points in writing. Student 7 had 5 points in grammar and vocabulary, 1 point in reading part and 5 points in writing. Student 8 had 1 point in grammar and vocabulary, 2 points in reading and 0 points in writing. Student 9 had 6 points in grammar and vocabulary, 2 points in reading and 9 points in writing. Student 10 had 4 points in grammar, 1 point in reading and 5 points in writing.

Student 11 had 4 points in grammar and vocabulary, 1 point in reading part and 5 points in writing. Student 12 had 5 points in grammar and vocabulary, 1 point in reading and 1 point in writing. Student 13 had 3 points in grammar and vocabulary, 2 in reading and 1 in writing. Student 14 had 2 points in grammar and vocabulary, 0 points in reading and 0 points in writing. Student 15 had 5 points in grammar and vocabulary, 1 point in reading and 3 point in writing. Student 16 had 2 points in grammar and vocabulary, 2 in writing and 0 points in writing. Student 17 had 5 points in grammar and vocabulary, 1 in reading and 3 points in writing. Student 18 had 4 points in grammar and vocabulary, 0 points in reading and 2 points in writing. Student 19 had 3 points in grammar and vocabulary, 2 in reading and 0 in writing. Student 20 had 4 points in grammar and vocabulary, 2 in reading and 0 in writing. Student 21 had 3 points in grammar and vocabulary, 0 in reading and 0 in writing. Student 22 had 5 points in grammar and vocabulary, 0 in reading and 0 in writing. Student 23 had 7 points in grammar and vocabulary, 3 in reading and 6 points in writing. Student 24 had 6 points in grammar and vocabulary, 0 points in reading and 7 in writing. Student 25 had 4 points in grammar and vocabulary, 0 point in reading and 4 points in writing. Student 26 had 6 points in grammar and vocabulary, 1 point in reading and 7 points in writing. Student 27 had 6 points in grammar and vocabulary, 3 points in reading and 1 point in writing. Student 28 had 7 points in grammar and

vocabulary, 1 point in reading and 7 points in writing. Students 29 had 5 points in grammar and vocabulary, 2 points in reading and 4 points in writing. Student 30 had 5 points in grammar and vocabulary, 1 point in reading and 1 point in writing. Student 31 had 4 points in grammar and vocabulary, 0 points in reading and 4 points in writing. Student 32 had 7 points in grammar and vocabulary, 2 points in reading and 2 points in writing. Student 33 had 1 point in grammar and vocabulary, 2 points in reading and 4 points in writing. Student 34 had 3 points in grammar and vocabulary, 2 points in reading and 0 points in writing. Student 35 had 5 points in grammar and vocabulary, 2 points in reading and 5 points in writing. Student 36 had 4 points in grammar and vocabulary, 1 point in reading and 7 points in writing. Student 37 had 2 points in grammar and vocabulary, 1 in reading and 8 points in writing. Student 38 had 7 points in grammar and

vocabulary, 1 point in reading and 3 points in writing. Student 39 had 1 point in grammar and vocabulary, 1 point in reading and 0 points in writing. Student 40 had 4 points in grammar and vocabulary, 0 points in reading and 2 points in writing. Student 41 had 5 points in grammar and vocabulary, 1 point in reading and 1 point in writing. Student 42 had 4 points in grammar and vocabulary, 1 point in reading and 3 points in writing. Student 43 had 5 points in grammar and vocabulary, 1 point in reading and 3 points in writing. Student 44 had 0 points in grammar and vocabulary, 1 point in reading and 0 points in writing. Student 45 had 3 points in grammar and vocabulary, 2 points in reading and 1 point in writing. Student 46 had 1 point in grammar and vocabulary, 0 points in reading and 0 points in writing. Student 47 had 3 points in grammar and vocabulary, 1 point in reading and 0 points in writing. Student 48 had 5 points in grammar and vocabulary, 1 point in reading and 2 points in writing. Student 49 had 6 points in grammar and vocabulary, 3 point in reading and 3 points in writing. Student 50 had 5 points in grammar and vocabulary, 2 points in reading and 4 points in writing part. Student 51 had 4 points in grammar and vocabulary, 0 points in reading and 4 points in writing. Student 52 had 5 points in grammar and vocabulary, 1 point in reading and 6 points in writing. Student 53 had 6 points in grammar and vocabulary, 2 points in reading and 4 points in writing. Student 54 had 1 point in grammar and vocabulary, 0 points in reading and 0 points in writing. Student 55 had 2 points in grammar and vocabulary, 0 point in reading and 3 points in writing. Student 56 had 2 points in grammar and vocabulary, 0 point in reading and 4 points in writing. Student 57 had 7 points in grammar

and vocabulary, 2 points in reading and 4 points in writing. Student 58 had 4 points in grammar and vocabulary, 2 points in reading and 2 points in writing. Student 59 had 6 points in grammar and vocabulary, 4 points in reading and 3 points in writing. Student 60 had 5 points in grammar and vocabulary, 1 point in reading and 4 points in writing.

Regarding to results from the posttest, the student 1 had 3 points in grammar and vocabulary out of 8, 3 points in reading out of 4 and 5 points in writing out of 10, student 2 had 3 points in grammar and vocabulary, 3 point in reading and 7 points in writing. The student 3 had 3 point

in grammar and vocabulary, 1 point in reading and 3 points in writing. The student 6 had 7 points in grammar and vocabulary, 2 points in reading and 10 points in writing. The student 7 had 8 points in grammar and vocabulary, 1 point in reading and 7 points in writing. The student 8 had 2 points in grammar and vocabulary, 1 points in reading and 2 points in writing part. Student 9 had 7 points in grammar and vocabulary, 2 points in reading and 10 points in writing part. Student 10 had 4 points in grammar and vocabulary, 1 point in reading and 8 points in writing. Student 11 had 3 points in grammar and vocabulary, 1 point in reading and 6 points in writing. Student 12 had 2 points in grammar and vocabulary, 1 points in reading and 3 points in writing. Student 13 had 5 points in grammar and vocabulary, 1 points in reading and 3 points in writing. Student 14 had 1 points in grammar and vocabulary, 1 points in reading and 0 points in writing. Student 15 had 8 points in grammar and vocabulary, 1 point in reading and 5 points in writing. Student 16 had 1 point in grammar and vocabulary, 2 points in reading and 7 points in writing. Student 17 had 4 points in grammar and vocabulary, 2 points in reading and 4 points in writing part. The student 18 had 8 points in grammar and vocabulary, 4 points in reading and 5 points in writing. The student 19 had 2 points in grammar and vocabulary, 1 points in reading and 3 points in writing. Student 20 had 2 points in grammar and vocabulary, 2 points in reading and 3 points in writing. Student 21 had 2 points in grammar and vocabulary, 0 points in reading and 2 points in writing. Student 22 had 2 points in grammar and vocabulary, 2 points in reading and 2 points in writing. Student 23 had 8 points in grammar and vocabulary, 3 points in reading and 7 points in writing. Student 24 had 7 points in grammar and vocabulary, 1 point in reading and 10 points in writing. Student 25 had 4 points in grammar and vocabulary, 1 point in reading and 6 points in writing. Student 26 had 8 points in grammar and vocabulary, 4 points in reading and 8 points in writing. Student 27 had 8 points in grammar and vocabulary, 1 point in reading and 5 points in writing. Student 28 had 7 points in grammar and vocabulary, 2 points in reading and 5 points in writing. Student 29 had 8 points in grammar and vocabulary, 4 points in reading and 8 points for writing. Student 30 had 3 points in grammar and vocabulary, 2 points in reading and 3 points in writing. Student 31 had 3 point in grammar and vocabulary, 2 points in reading and 4 points in writing. Student 32 had 8 points in grammar and vocabulary, 3 points in

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in reading and 3 points in writing. Student 59 had 8 points in grammar and vocabulary, 4 points in reading and 4 points in writing. Student 60 had 3 points in grammar and vocabulary, 0 points in reading and 7 points in writing.

The table below will show it better.

St. No	Pre test Grammar & Vocabulary (8p)	Pre test Reading (4p)	Pre test Writing (10p)	All Points (22p)	St. No	Posttest Grammar& Vocabulary (8p)	Posttest Reading (4p)	Posttest Writing (10p)	All points (22p)
Student1	1	1	0	2	St 1	3	3	5	11
St 2	6	2	5	13	St 2	3	3	7	13
St 3	3	0	0	3	St 3	3	1	3	7
St 4	3	2	5	10	St 4	8	1	5	14
St 5	4	3	2	9	St 5	7	4	2	13
St 6	5	1	0	6	St 6	3	2	3	8
St 7	5	1	5	11	St 7	8	1	7	16
St 8	1	2	0	3	St 8	2	1	2	5
St 9	6	2	9	17	St 9	7	2	10	19
St 10	4	1	3	8	St 10	4	1	8	13
St 11	4	1	5	10	St 11	3	1	6	10
St 12	5	1	1	7	St 12	2	1	3	6
St 13	3	2	1	5	St 13	5	1	3	9
St 14	2	0	0	2	St 14	1	1	0	2
St 15	5	1	3	9	St 15	8	1	5	14
St 16	2	2	0	4	St 16	1	2	7	10
St 17	5	1	3	9	St 17	4	2	4	10

St 18	4	0	2	8	St 18	8	4	5	17
St 19	3	2	0	5	St 19	2	1	3	6
St 20	4	2	0	6	St 20	2	2	3	7
St 21	3	0	0	3	St 21	2	0	2	4
St 22	5	0	0	5	St 22	2	2	2	6
St 23	7	3	6	16	St 23	8	3	7	18
St 24	6	0	7	13	St 24	7	1	10	18
St 25	4	0	4	8	St 25	4	1	6	11
St 26	6	1	7	14	St 26	8	4	8	20
St 27	6	3	1	10	St 27	8	1	5	14
St 28	7	2	7	16	St 28	7	2	5	14
St 29	5	2	4	11	St 29	8	4	8	20
St 30	5	1	1	7	St 30	3	2	3	8
St 31	4	0	4	8	St 31	3	2	4	9
St 32	7	2	2	11	St 32	8	3	7	18
St 33	1	2	4	7	St 33	2	1	0	3
St 34	3	2	0	5	St 34	2	2	3	7
St 35	5	2	5	12	St 35	4	1	8	13
St 36	4	1	7	12	St 36	8	2	2	12
St 37	2	1	8	11	St 37	3	3	7	13
St 38	7	1	3	11	St 38	4	2	7	13
St 39	1	1	0	2	St 39	5	1	3	9
St 40	4	0	2	6	St 40	4	2	2	8
St 41	5	1	1	7	St 41	4	2	4	10
St 42	4	1	3	8	St 42	6	3	3	12
St 43	5	1	3	9	St 43	7	4	2	13
St 44	0	1	0	1	St 44	2	0	2	4
St 45	3	2	1	6	St 45	4	4	4	12
St 46	1	0	0	0	St 46	2	1	2	5

St 47	3	1	0	4	St 47	4	2	2	8
St 48	5	1	2	8	St 48	1	1	3	5
St 49	6	3	3	12	St 49	6	1	6	13
St 50	5	2	4	11	St 50	5	1	2	8
St 51	4	0	4	8	St 51	5	1	7	13
St 52	5	1	6	12	St 52	5	1	6	12
St 53	6	2	4	12	St 53	7	4	10	21
St 54	1	0	0	1	St 54	0	2	2	4
St 55	2	0	3	5	St 55	5	1	3	9
St 56	2	0	4	6	St 56	7	2	5	14
St 57	7	2	4	12	St 57	5	3	5	13
St 58	4	2	2	8	St 58	7	4	3	14
St 59	6	4	3	13	St 59	8	4	4	16
St 60	5	1	4	10	St 60	3	0	7	10

Table 1: Comparison between pre and posttest

Moreover, in order to see if students had achieved higher results in posttest after two weeks of intension learning, here will be a comparison between pretest and posttest. The example will be shown in charts with percentage.

As it was mentioned above, there were sixty respondent responded in these tests. The first one was pretest and the second one was posttest. Firstly, let us see pretest results per each question and the percentage as a whole and after that here will be shown posttest results per each question and its whole percentage as well.
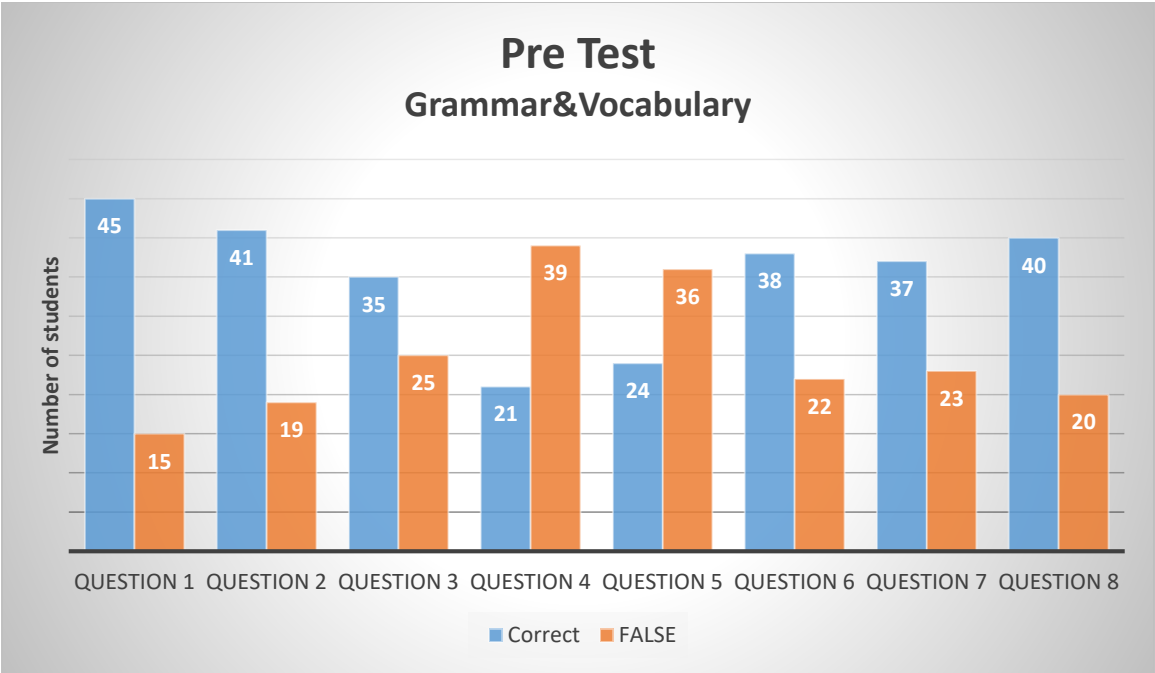
Figure 11: Grammar& Vocabulary percentages of pre test
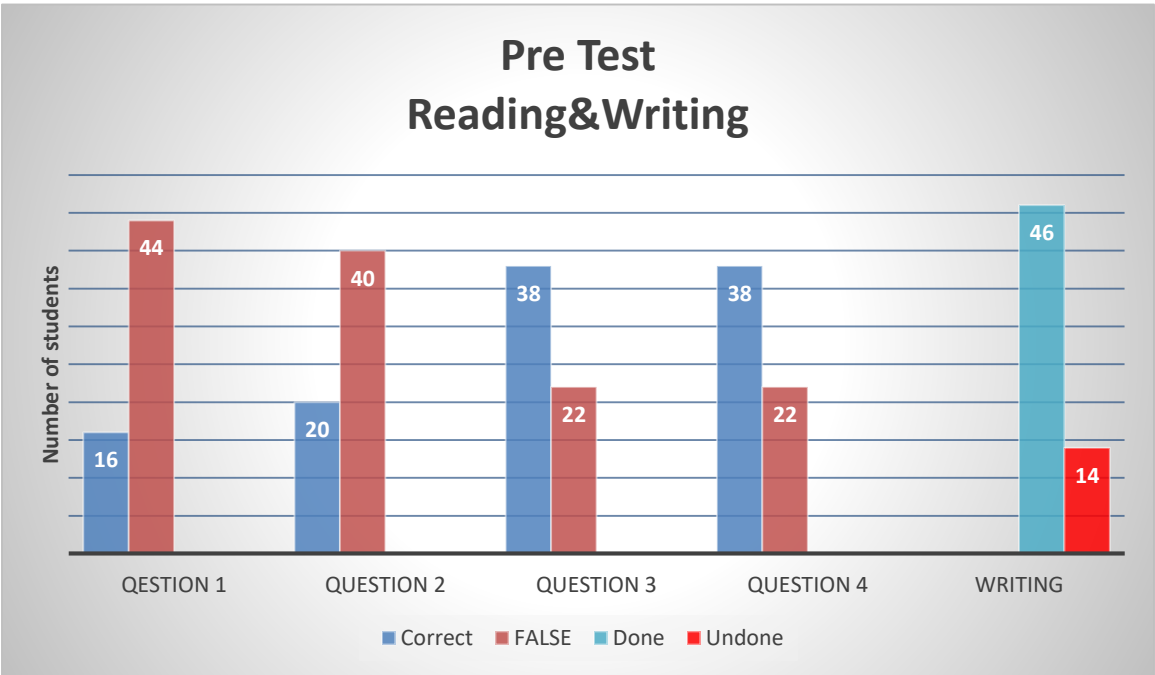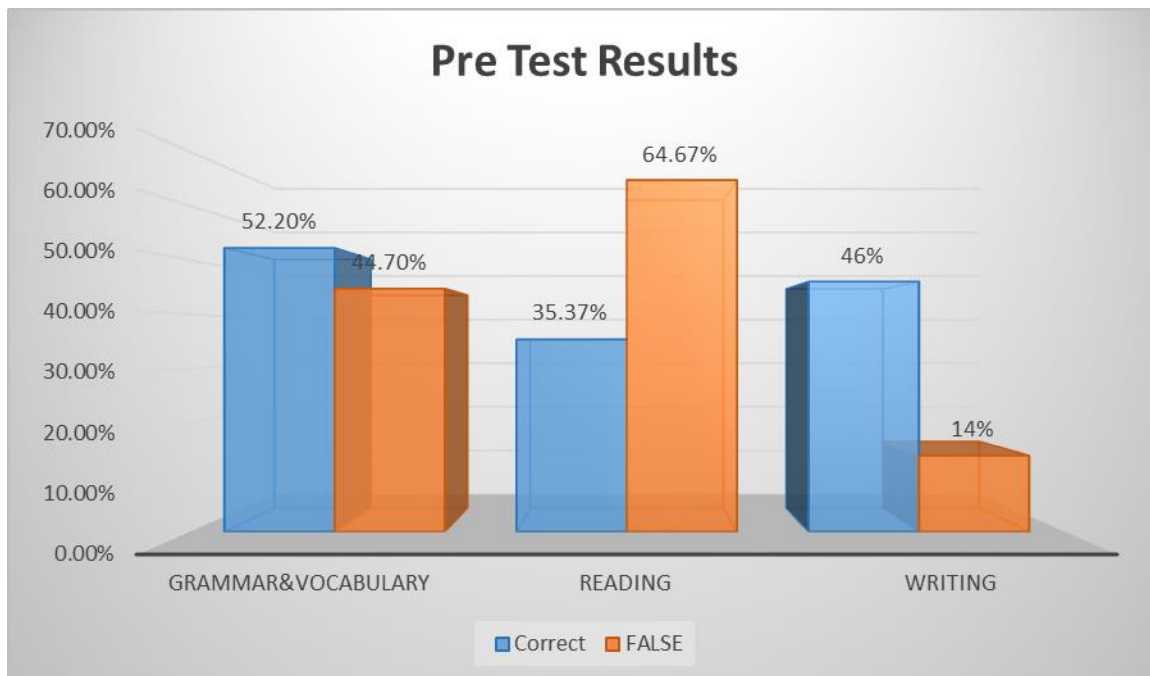

Figure 12: Reading& Writing percentages of pre test

Figure 13: Pretest results
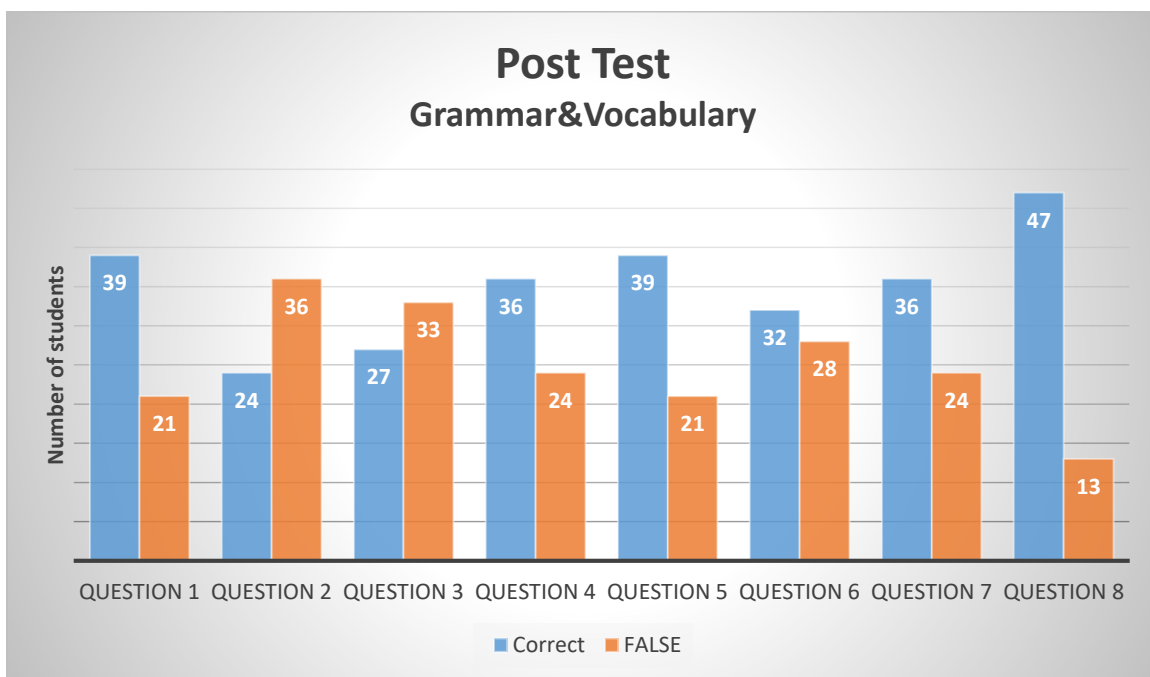
Figure 14: Grammar& Vocabulary percentages of posttest
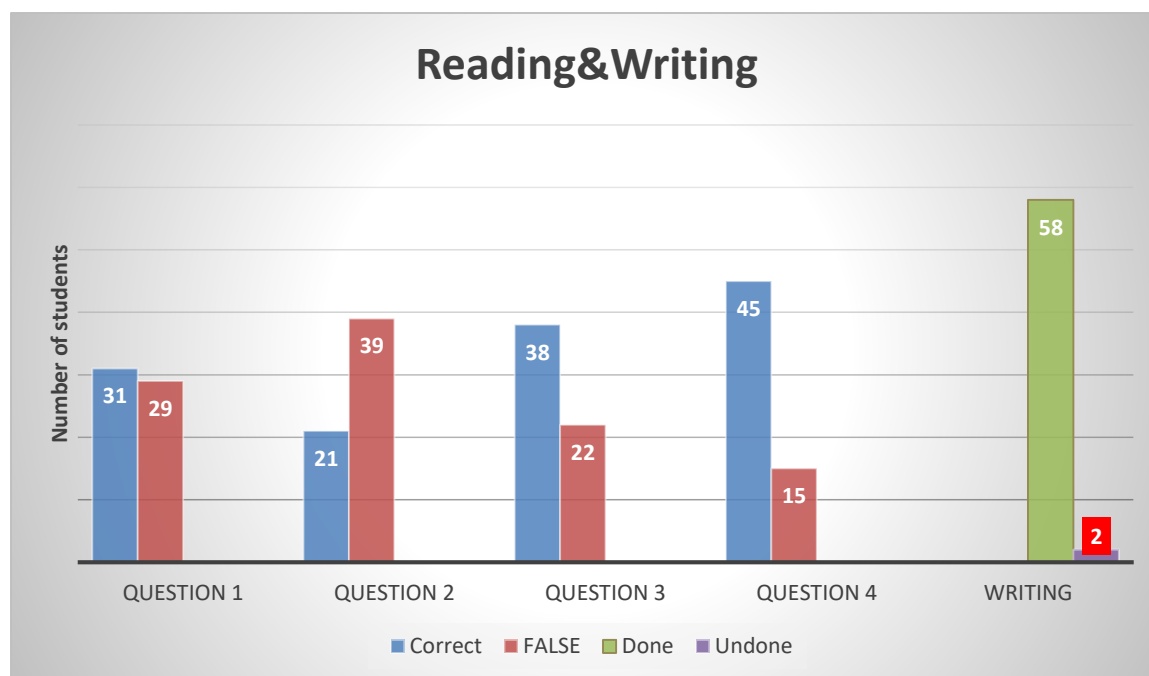
Figure 15: Reading& Writing percentages of posttest
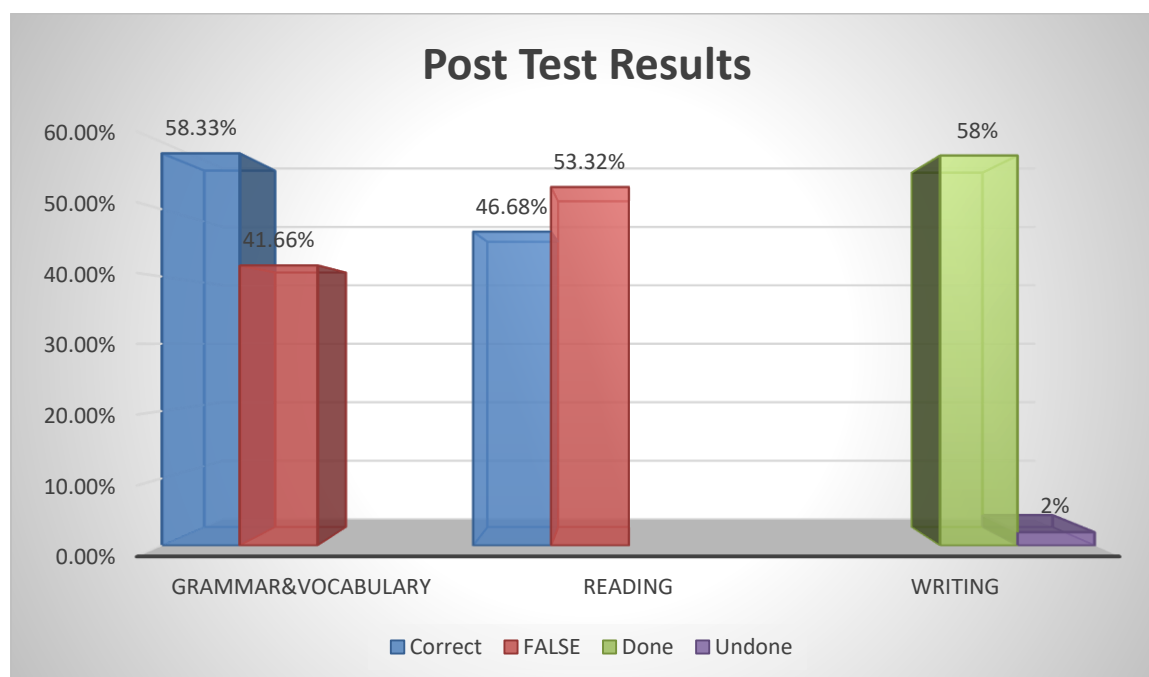
Figure 16: Posttest results

However, these are results obtained from pre and posttest appeared in charts where students have showed progress in learning through Electronic communication respectively using one of social media such as Facebook Group. Results achieved come after two intensive weeks of learning through electronic communication as it can be seen the percentage in pretest were 55.2% in correct answers while 44.77% were for false answers in grammar and vocabulary session furthermore, in reading session 35.37% of answers were correct and 67.67% were false, whereas, in writing 46% completed the task and 14% did not. If we take the percentage of the increase in results, there is a progress with 3.13% that respondents have showed in posttest from where 58.33% where answered correct and 41.66 false in grammar and vocabulary, 11.31% students have shown increase in reading from where 46.68% were correct answers and 53.32% false. According to writing, students have shown progress with 12% from what they have shown in pretest. However, the percentage of obtained results from pre and posttest is 6.61% in total and this proves the influence of Electronic communication in learning English on teenagers.

Figure 17: The percentage of obtained results from Pretest and Posttest

4.4 Results from the interview

The third and the last instrument used for the research was the teachers' interview. Five English language teachers were interviewed regarding their opinion about the influence of Electronic communication in teaching English on teenagers. All the professors were from the secondary school "Ulpiana". All the teachers were with a Master degree and their age was between 28-35 years old. All the teachers had above five years teaching experience. Neither teacher's names or initials will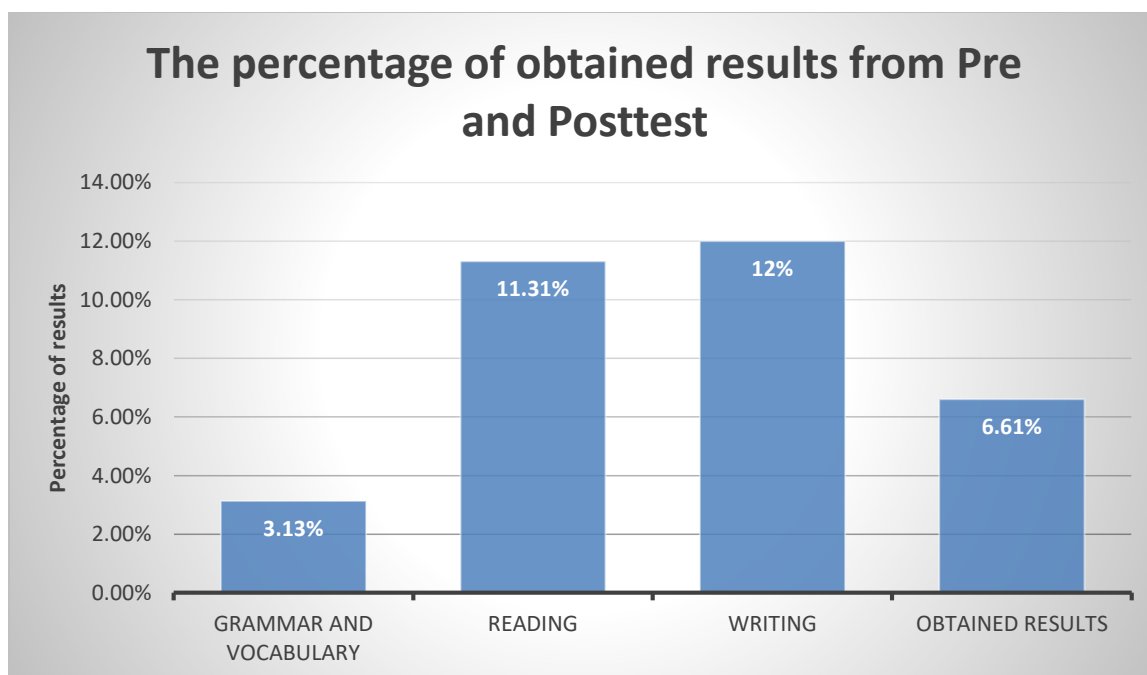 be used to address teachers but they will be named as Professor 1, 2, 3,4 and 5. Each question will show the answers of all professors and their perception regarding Electronic communication.

Regarding the interview questions all five professors answered as follows;

1. What do you think about communicating with pupils through Electronic communication?

Professor 1: Taking into consideration the advancement and extraordinary use of Electronic communication by the students as well as the advancement of technology in teaching. I can conclude that communication with students through electronic devices is necessary, and at the same time productive. Moreover, teachers at any time can share information and requirements regarding teaching units, different assignments or announcements that students can see immediately.

Professor 2: We live in the 21st century and communication through internet is a great thing and a need, I am glad we live in this time. It enables us to communicate easily with our pupils and their parents, and gives us better opportunities to stay in touch even after school related to school issues like homework, projects, questions, problems, teacher- parent communication etc.

Professor 3: Electronic communication is one of the greatest inventions especially during the pandemic situation. Those devices facilitate the teaching and learning process by making teachers and students curious to grasp new ideas and concepts.

Professor 4: Electronic communication is worth using during non-school hours, for example for assignments, homework, quizzes, tests etc. Also, it helps teachers to inform students about any important issues and students can ask teachers as well in case they need help regarding homework or anything else about learning.

Professor 5: Well, communicating with pupils through electronic communication is the only option we do have for the time being. Therefore, I think that it is the only way to send and receive our messages to them.

2. Which of the electronic communication do you use more?

Professor 1: The online platforms that I use the most are Zoom, Edmodo, Google classroom, and at some point Viber.

Professor 2: Instagram and Facebook

Professor 3: E-mail, Messenger and Viber.

Professor 4: There are many devices that I use usually in teaching and learning by including those that are offline such as laptops, projectors and speakers. Whereas, online devices that I used to use are as follow: E-mail, Google classroom, Google Form, Google meet, Zoom etc.

Professor 5: I use Edmodo Learning Platform which is an easy way to collaborate with students. It helps me share contents, assignments, quizzes. It enables communication with students and colleagues.

3. Do the Electronic communication negatively affect the process of teaching?

Professor 1: The use of Electronic communication can cause distraction which I consider as a negative side of using Electronic communication through teaching because it often happen to find ourselves using Electronic communication and wasting time instead of studying.

Professor 2: There are lots of negative effects but eye and back problems are those which might have a negative effect on students' and teachers' health.

Professor 3: Despite the many positive effects that the use of Electronic communication has, they also have negative sides, some of which are:

Decreases Face-to-Face communication

Create barriers to effective learning (interactivity)

Can impact their learning relationship (teacher- student relationship)

Loss of privacy

Subjectivity in assessment

Possibilities for misunderstanding

Professor 4: I believe Electronic communication in itself has negative impact on pupils and maybe the only negative effects using Electronic communication in our classroom is that they will be encouraged to use it if they haven't used it so far or more.

Professor 5: Negative effects are those when you think that all the students have been logged in, but in fact there is quite hard to see if they are really following your lectures.

4. What are the challenges that both teachers and students face using electronic communication?

Professor 1: Time after time the internet providers do not supply good connection, as a result of which teachers can't keep their lectures or students miss the lectures.

Professor 2:

Teachers' challenges	Students' challenge
Not all teachers have technology at home	Lack of electronic devices at home
Teachers need ICT improvements	Failure to receive information on time
Lack of knowledge internet	Many problems when assessing the

Professor 3: One of the challenges is that students cheat easily on it. The other is that they might be addicted to it. The problems with the internet and electricity may be a real challenge. Sometimes, both teachers and learners do not know how to use those learning tools.

Professor 4: The challenges that student- teacher may face during electronic communication is that sometimes you cannot express things as you would do face to face because communication is not only words but intonations, body language etc. and sometimes we can misunderstand each other. Another challenge is timing. You write to each other but do not always get your answer at the moment; you even might miss things because you haven't checked in time for your email etc.

Professor 5: Some of the challenges that we face every day is that some students have lack of technology skills, another challenge is time required to monitor. We do not have enough time to monitor every student and from this can come online abuse from students. I think this is our bigger challenge.

5) Which are advantages and disadvantages of using Electronic communication in your classroom?

Professor 1: There are plenty of benefits of Electronic communication such as it increases learners' creativity and critical thinking too. It is available whenever you want to use. It is not expensive, easy to use and so one. On the other side, disadvantages include spending a lot of time, being addicted to it, having social distancing and students and teachers might have health problems such as difficulties falling asleep.

Professor 2: Some of the advantages of using Electronic communication in teaching/learning process are: maintain student's attention and concentration encourage interaction and facilitate positive relationship within the classroom, motivate students. The disadvantages of using Electronic communication are: sometimes are disruptive in learning process.

Professor 3: The advantages of using Electronic communication as a learning tool in my classroom are that almost all of my students, unlike before, use Electronic communication platforms and they feel quite relaxed using those. We all know that Electronic communication surround us in every step of life. This is called a digitalized process of teaching. As regards, disadvantages of using Electronic communication as a learning tool in my classroom. I can clearly say that there are many factors that cause students' distractions. One of those could simply be the difficulty to keep all of our students under control during the lectures, also, lack of face-to- face contact. Communication with our students is another issue.

Professor 4:

Advantages:	Disadvantages:
More attractive communication	Students lost their ability to engage in
Easily available and distributable	Harder to work in groups
Easier to grab the information	Facilitates laziness

Professor 5:   The advantages of using Electronic communication in our classroom is that you have a lot of possibilities to link your teaching topic with teaching material from Electronic communication like videos, stories etc. where students would benefit from. Disadvantages of Electronic communication are: sometimes electronic communication platforms are a distraction for students because instead of looking for material, students lose their time on photos, videos, tweets which reduces their time on educational resources.

In this chapter, the data gathered from three instruments was analyzed and presented. The researcher tried to understand the importance of Electronic communication in teaching teenagers. The next chapter will present an overview of the study, a discussion of the findings, their pedagogical implications, the limitations of the study, the implications for further research and the conclusion.

Chapter V-Conclusion, recommendation and limitations

5.1 Conclusion

 Electronic communications have a positive impact on language learners. Electronic communication sites can be effective in language input, innovative learning, interaction with native language speakers etc. Sometimes, the same media can provide misinformation, ungrammatical content and unscholarly content, obscene language and distract the language learners.

Considering that the Electronic communications are wide sources of information, language texts, and vocabularies, the researcher suggests that these considerable amount of input (Krashen, 1985) present in the Electronic communication be used by educators whether in the classroom or outside the formal type learning. Teachers can also use different materials from Electronic communication platforms like articles, videos, audio, pictures and use these in the classroom. The language learners with the supervision of an adult can create online communities and interact with other people. With these online communities they can learn the target language better and faster.

Electronic communication can be used by language learners for direct access of native speakers in English online communication. These technologies can also be used for other skills such as critical thinking, collaboration, creativity, communication. When dealing with different online platforms, the learner needs to be educated first to choose the right media and to distinguish what is fake and what is real, which text is unscholarly and ungrammatically and which not.

It can be said that the influence of Electronic communication is huge since we use it every day and we are using it in teaching. Dudeney (2000) states that more and more teachers have acknowledged that the Internet is an infinite source of authentic materials, and supplies a vast encyclopedia of information on a variety of topics which are able to engage students.

Electronic communication is a helpful tool in improving the language learning. However, it is very necessary to be prepared before starting to use Electronic communication for the first time in the classroom. If it is used wisely and correctly, Electronic communication may be an effective tool in improving the language learning. The students' believe that Electronic communication is a precious and powerful tool for learning the English language, which is an echo from (Gumport& Chun, 1999) who deemed that the purpose of using technology in education is to improve the standard of teaching and learning. Electronic communication may be useful in integrating communication, share plans, homework, act as a team etc. This research has proven that Electronic communication has positively affected the language learners.

Despite many opinions about the advantages and disadvantages of using Electronic communication in learning a language, analytical result show that most of the language learners agreed of learning a second language via Internet tools and the positive effect on four language skills. Electronic communication' most effective role is on the writing skills. These online platforms are known as creative and innovative ways of learning a second/ foreign language.

As it was mentioned, the main aim of this study was to find out how Electronic communication influences the English language teaching. This study was based on three instruments (Questionnaire, pre and posttest and interview) which were used to gathered information. Two hundred students and five English language teachers were part of the study. From these three instruments and from the literature it can be concluded that the aims and objectives of this study are mainly achieved and this paper can give useful information about the influence of Electronic communication in English language teaching.

The importance of Electronic communication was emphasized by this study and Electronic communication can be introduced a new way of teaching in today's classroom setting. The findings drawn from the questionnaire's study have demonstrated that the participants highly value the role of Electronic communication and they see the Electronic communication as a new language learning tool.

As we can see from the literature, the Electronic communication has many benefits. Warchauer (1996) suggested that the background of certain ESL students may have an adverse effect on their ability or willingness to participate in face-to-face conversation. When learners are engaged online, the effects of the differences are minimalized, which is realized in even more active participation.

The language learners need to have limited time on the use of Electronic communication platforms to avoid the time wastage and to focus only in teaching activities. Another issue is choosing the right media to avoid Internet slangs and subverting languages. Electronic communication use should be integrated in language instructed in school. Different materials, learning activities, curricula should promote the language learning in Electronic communication sites. Popular platforms like Facebook, Youtube, Blog, Messenger, Instagram, Twitter, E-mail can be easily use for students' extension activities, viewing activities, reading, speaking, listening and writing activities.

This study may serve as an additional reference for other researcher in using the Electronic communication in teaching English. More researcher are welcomed to dig deeper this important topic. Continuous exploration on the use of Electronic communication in Kosovo schools is encouraged. This study will help shed some light on this unexplored issue.

5.2 Conclusion on research findings

The purpose of this study was to explore the importance of Electronic communication in teaching English on teenagers in Kosovo. The participants of this study showed a positive attitude toward using Electronic communication in learning English language. Electronic communication platforms such as Facebook, YouTube, Blog, Google Form, Google Classroom etc. have become very popular and attractive among the users of the Internet who use these platforms to engage in learning online activities. These platforms are free, attractive and easily accessed. English teachers should use these learning online activities to encourage students to learn.

This study can provide findings which can prove that Electronic communication can assist in learning English as a second or foreign language. Many of the language learners agree that Electronic communication platforms help in improving the second language learning and adding up the learners' knowledge. However, (Selwyn, 2007),(Shih, 2011) , (Kaplan &Haenlein, 2010) and (Omar, Embi, &Yunus, 2012) posited that Electronic communication does not offer an appropriate atmosphere for formal language teaching and learning. Thus, a typical classroom atmosphere is still the most desirable for the learning of English language. The results from this study pointed out that English language learners enjoy using Electronic communication in classroom since it is stimulating and pleasurable.

The three instruments used for collecting data gave specific information whether Electronic communication influences English language teaching. Regarding the results obtained from the questionnaire, we can conclude that: From the second, third and fourth question, there is enough statistical evidence that the first alternative hypothesis "*Electronic communication can increase collaboration, participation, interaction and team work in the class*" is true.

In question 5, 43% of the students answered agree and 15 % answered strongly agree which is 55% of the students believe that Electronic communication stimulates language learning. In question 6, 35% of the students answered agree and 25% of the students answered strongly agree, which is 60% of the students believe that with the use of Electronic communication platforms learning English is more interesting and colorful. From these results, it can be concluded that the second hypothesis is proved to be true.

As we can see in figure 7, 34.5 of the students answered agree, 24.5% of the students answered strongly agree, which is in total 59% of all students who agree with this question. As we can see from figure 8, 45.5% of the students answered agree and 21% of the students answered strongly agree, which is in total 66.5% of the students. From figure 9 we can see that 43.5% of the students answered agree and 11.5% of the students answered strongly agree, which is in total 55% of the students which agree with this question and in figure 10, we can see that 40% of the students answered agree and 34% of the students answered strongly agree, which is in total 74% of all students. Based on the obtained data conducted from the question seven,

eight, nine and ten, we can conclude that the last hypothesis, which was: "Electronic communication provides opportunities for English teaching outside the classroom" was proved to be true.

The second instrument was the test done with the students. If we analyze the result from the pre and the posttest, we can see that most of the students have higher results in the posttest after learning with Electronic communication platforms. A small number of students have the same results in pre and posttest.

Concerning teacher's interviews their responses give us more specific answers related to the influence of Electronic communication in teaching English on teenagers. The most important thing is that all the teachers use Electronic communication platforms in their teaching and all of the teachers believe that teaching through Electronic communication is a useful way of learning.

During the process of collecting data for this research paper, always was thought about research question which were set in the first chapter.

Research question one: Which of the electronic communication do teachers prefer more?

As it was expected all of the teachers use Electronic communications platforms.Based on the calculated results from the interview with the participants we can say that some of the most use platforms are: Zoom, Google classroom, Facebook, Instagram, Viber, Messenger etc.

Research question two: What are the challenges that teachers face using electronic communication?

There are many challanges that teachers face every time they use Electromic communication devices. Some of these challanges are mentioned by our participants. According to them, challange is a weak internet connection, as a result of which students and teachers may miss lectures. Lack of knowledge in using these platforms from both teachers and students. Cheating easily on the internet, time required to monitor and online abused are some other challanges mentioned by our participants.

Research question three: What are the impacts of electronic communications on four language skills?

Based on the literature and in many studies done in this topic, we can say that Electronic communication has a huge impact on four language skills. We can increase our listening skills by many YouTube videos and many speech communities provided in the Internet. Speaking can also be assisted by technology by tutorial CALL and CMC. Reading also is increased a lot with the use of Electronic communication. There are a lot of pages in the Internet with useful information like Wikipedia. Language teachers also have recognised the usefulness of the writing with the help of Electronic communications platforms. Students can have collaborative writing via online discussions, blogs, Facebook, Twitter etc.

Research question four: Do the electronic communication negatively affect the process of teaching?

According to teachers' responses and according to literature, Electronic communication also have negative part. Some of them are: students may spend a lot of time in social media platforms and be addicted to it, sometimes are disruptive in learning process, lack of face-to-face contact, facilitates laziness, students lost their ability to engage in communication, sometimes social media are a distraction for students because instead of looking for material, students lose their time on photos, videos, tweets which reduces their time on educational resources.

5.3 Recommendations

Although, the finding were interesting and expected, this study can continue with a larger group of students and teachers. In order to have an overall generalization of the importance of Electronic communication in teaching English language on teenagers, the study can continue with all school in Municipality or even in all schools of region and also the opinion of parent about the use of Electronic communication in teaching and learning process. After analyzing and discussing the results of the study and also based on literature, there are a few

recommendations and suggestions for English language teachers, for students, for other researchers and the last for Ministry of Education.

For English language teachers

- Use separate personal and professional accounts when using with the students.

- Try to create an environment where all the students feel free to share their opinions and experiences on Electronic communication platforms.
- Put clear limitations to your students, they should have clear what they are allowed to do and what they are not allowed to do in your class.
- Try to incorporate students as much as possible in your teaching process.
- Teach your students about Electronic communication safety, privacy, and security.

For Students

- Use Electronic communication in classroom only for learning.

- Try to respect grammatical rules and do not use slang words in your posting. It can affect in your assessment by your teacher.

- Try to follow the rules of posting in your Electronic communication platforms and respect your teacher and your classmates.

For new researchers on this field

- To continue this study with larger number of students and teachers and also incorporate parents.
- To include also learning and not only teaching process.

For Ministry of Education

I think that Ministry of Education should prepare more teachers in using Electronic communication in classroom. They can organize seminars and conferences about how to introduce and to use these platforms in teaching and learning process.

5.4 Limitations

Even though all the hypothesis of this study are true, there are still some limitations. Students' questionnaires, pre and posttest and teachers' interview are proper instruments, still there are some suggestions for future researchers. After seeing the results of this study, it can be said that the aims and objectives of this study are achieved.

Limited number of materials in Kosovo was one of the difficulties for this study. Only a few studies were done on this topic in Kosovo which made even more difficult to complete this study. It was a useful study even though it was conducted only in one school. The study was conducted with only one grade level. Future studies should involve participants from different grade levels in order to provide more information.

The number of teachers which were interviewed (five teachers) is not sufficient to conclude the importance of Electronic communication in English language teaching on teenagers based on their teaching experiences. All of the teachers gave positive answers and all of them agreed that Electronic communication has a huge impact on their teaching. If more teachers would participate on the research, the more exact result will be achieved.

The study need and can be repeated with a larger number of students and teachers and also analyze not only public schools but also private schools in Kosovo. Electronic communication is used more in private schools rather than in public schools due to up-to-date technology. In private schools, the data analysis would have been higher than in public schools.

Two hundred students which were part of the study may not be a generalization. Some other studies may be conducted with advanced level students or even with university students to see the effect of Electronic communication in teaching English language. However, every topic that we choose to study, we should keep in mind that the main objective should always be improving the old teaching methods and creating new and more sophisticated one.

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Students' questionnaire, student's pretest and posttest, teachers' interview

Secondary source:

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Appendixes

Appendix 1- Students' questionnaire

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	(1)	(2)	(3)	(4)	(5)
I use mostly English when I communicate on social media					
Using the electronic communication in class gives me the opportunity to discuss with peers					
Using the electronic communication in class facilitates interaction with peers					
I believe that using electronic communication improve collaboration and participation in class					
I believe that using electronic communication in classroom stimulates language learning					
With the use of electronic communication platforms learning English is more interesting and colorful					

Each of us has a blog for assignment submission where we share book reviews, history research papers, and other assignments outside the classroom				
I use Facebook, Twitter and other platforms outside the classroom for learning				
Teachers always use electronic communication to be connected with us				
Our class Facebook page helps me to be informed about my activities on school				

Likert 5 points agree/disagree scale

1-strongly disagree

2-disagree

3-neutral/no opinion

4-agree

5-strongly agree

Appendix 2- Pre and Posttest

PRE TEST
Dear Respondent,
There are three sections; i.e. Grammar & Vocabulary, Reading Skills, Writing Skills, in this test.
A. GRAMMAR AND VOCABULARY
1 Please be quiet! Prachi _____
(a) sleep   (b) sleeps
(c) is sleeping   (d) has slept
2 If it's sunny tomorrow, maybe they ____ to the fair.
(a) went   (b) go
(c) will go   (d) don't go
3 The father was anxious _____ the safety of his daughter.
(a) at   (b) on
(c) about   (d) with

4 A good judge never jumps _____ the conclusion.	
(a) to	(b) at
(c) on	(d) for
5 Abstain	
(a) refrain	(b) retrain
(c) sustain	(d) maintain
6 Intoxicate	
(a) to comfort	(b) to make drunk
(c) hard coal	(d) mandate
7 Predominate	
(a) to be chief in importance	(b) formed by a long curve of a coast-line
(c) deceptive	(d) beginning
8 Unbearable	
(a) one who advertises	(b) an impediment
(c) unendurable	(d) a broker
B. READING SKILLS	
PASSAGE:	

Today perhaps your only association with the word 'polio' is the Sabin Oral Vaccine that protects children from the disease. Fifty five years ago this was not so. The dreaded disease, which mainly affects the brain spinal cord, causing stiffening and weakening of muscles, crippling and paralysis - which is why I am in a wheelchair today. If somebody had predicted, when I was born, that this would happen to me, no one would have believed it. I was seventh child in a family of four pairs of brothers and sisters, with huge 23 year gap between the first and last. I was so fair and brown haired that I looked more look like a foreigner than a Dawood Bohri. I was also considered to be the healthiest of the brood.

QUESTIONS:

1. In his childhood, the narrator was
(a) a weakling
(b) very healthy
(c) tall and slim
(d) short and stout

2. In this passage, the word 'brood' refers to
(a) polio victims
(b) foreign children
(c) children in the family
(d) Indian Children

3. The narrator was the seventh child in a family of
(a) 8 children   (b) 16 children
(c) 23 children   (d) 4 children

4. In this passage, the narrator is a patient of
(a) heart disease
(b) polio
(c) Paralysis
(d) nervous weakness
C. WRITING SKILLS
Write an essay on the given topic. " How important is fashion"_____ _____ _____ _____ _____

POST TEST
Dear Respondent,
There are three sections; i.e. Grammar & Vocabulary, Reading Skills, Writing Skills, in this test.
A. GRAMMAR AND VOCABULARY
1 He saw an elephant while he …………. through the jungle.
(a) pass   (b) passes
(c) was passing   (d) has passed
2 If you had invited me, I_____ to the party.
(a) will come   (b) would come
(c) would be coming   (d) would have come
3 I go to college _____ college bus.
(a) by   (b) on
(c) through   (d) with
4 The cat jumped _____ the mouse.
(a) onto   (b) into
(c) at   (d) under
5 Centenary
(a) To Unite   (b) An Ox
(c) Remote Destination (d) Period of hundred years
6 Loquacious
(a) Bigoted   (b) Talkative
(c) Body of a tree   (d) An assumed name
7 Subordinate
(a) Matter that settles bottom of liquid   (b) a step attached to the bit for controlling a horse

(c) a proposition taken for granted as a premise from which to reach a conclusion	(d) belonging to an inferior order in a classification

8 Midsummer

(a) Responsibility	(b) Pertaining to
(c) The middle of Summer	(d) A spacious cage

B. READING SKILLS

PASSAGE:

Today perhaps your only association with the word 'polio' is the Sabin Oral Vaccine that protects children from the disease. Fifty five years ago this was not so. The dreaded disease, which mainly affects the brain spinal cord, causing stiffening and weakening of muscles, crippling and paralysis - which is why I am in a wheelchair today. If somebody had predicted, when I was born, that this would happen tome, no one would have believed it. I was seventh child in a family of four pairs of brothers and sisters, with huge 23 year gap between the first and last. I was so fair and brown haired that I looked more look like a foreigner than a Dawood Bohri. I was also considered to be the healthiest of the brood.

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(b) 16 children

(c) 23 children

(d) 4 children

4. In this passage, the narrator is a patient of

(a) heart disease

(b) polio

(c) Paralysis

(d) nervous weakness

C. WRITING SKILLS

Write an essay on the given topic. " The pros and cons of allowing cell phones in schools"

_____

_____

_____

_____

Appendix 3- Teachers' interview

1. What is your opinion as a teacher in using electronic communication in teaching English?

2. Which of the electronic communication do you use more?

3.Do the Electronic communication negatively affect the process of teaching?

4. What are the challenges that both teachers and students face using electronic communication?

5) Which are advantages and disadvantages of using Electronic communication in your classroom?