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## Master Thesis

“Advantages and disadvantages of technology usage in improving English language learning in rural parts of Vushtrri, Republic of Kosovo.”

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*To my parents and siblings.*

## **Declaration of Authorship**

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

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## **Abstract**

Technology is very important in helping the students comprehend, acquire and absorb the things they are being taught. The learning of English language is no exception. This study aims to investigate and analyze ways in which technology, such as: computers, websites, social media, etc. are used for English learning purposes. It also intends to find how the use of technology can affect the learning process positively or negatively. Many things can be integrated inside the classroom facilities and help both the teachers and students make the learning process more interactive, by which the benefits are obvious. However, not everything about technology usage in the English language teaching works perfectly, therefore the possible ways in which the participants of the teaching process might get distracted are existing. A number of 50 students (25 males, 25 females), aged 12-15 years old and two English teachers from rural parts of Vushtrri were part of the study.

To estimate the objectives mentioned above, qualitative and quantitative data were gathered to find out the pros and cons of using technology in the English language classes. The study was conducted in two primary schools from rural parts of Vushtrri. Quantitative data gathered from the students' questionnaire helped find out the students' points of view towards technology being used in their English classes. The questionnaires were distributed to 50 students, aged 12-15 years old. Another instrument used in this research was an experiment containing pre and post technology use test. The pre-tests were distributed to the students prior to using technology. After the pre-test, the target language was exposed to the students via technology. At the end of the experiment, a post-test took place to witness the benefits of using technology inside English classes and the differences in performance due to its integration. Questionnaires with close-ended and open-ended questions were distributed to two English teachers from rural parts of Vushtrri to gather qualitative data which investigated their points of view towards technology in English classes. Therefore, the study aimed to find out the improvement in quality of learning English due to technology integration inside schools, as well as the perspectives of the students and teachers towards the implementation of it in English classes. The study showed the advantages of using technology as a facilitator of the English learning process in rural parts of Vushtrri, as well as the obstacles that it brings into classrooms.

The duration of the study was two weeks and the data collected was followed by the thorough analysis of it by which are defined the advantages and disadvantages of using technology in English classes in rural parts of Vushtrri.

**Key words:** *technology, language, advantage, disadvantage, important.*

## Abstrakt

Teknologjia është shumë e rëndësishme në të ndihmuarit e nxënësve të kuptojnë, përvetësojnë dhe absorbojnë gjërat të cilat janë duke i mësuar. Të mësuarit e gjuhës angleze nuk përbën një përjashtim. Ky studim ka për qëllim të hulumtojë dhe analizojë mënyrat në të cilat kompjuterët, uebfaqet, rrjetet sociale, etj. mund të përdoren për qëllime të të mësuarit të gjuhës angleze. Gjithashtu ka për qëllim të gjejë se si përdorimi i teknologjisë mund të ndikojë pozitivisht ose negativisht në procesin mësimor. Ka shumë gjëra të cilat mund të integrohen brenda hapsirave klasore dhe t'i ndihmojnë mësuesit e nxënësit për ta bërë procesin mësimor më interaktiv, proces prej të cilit përfitimet janë të dukshme. Megjithatë, jo cdo gjë rreth përdorimit të teknologjisë në të mësuarit e gjuhës angleze funksion në mënyrë të përkryer, prandaj mënyrat e mundshme në të cilat pjesëmarrësit mund të jenë të shpërqëndruar janë ekzistente. Një numër prej 50 nxënësve (25 meshkuj dhe 25 femra) të moshës 12-15 vjeçare si dhe dy arsimtarëve të gjuhës angleze nga pjesët rurale të Vushtrrisë morën pjesë në studim.

Për të vlerësuar objektivat e lartpërmendura, të dhëna cilësore dhe sasore u mbledhën për të gjetur të mirat dhe të këqijat e përdorimit të teknologjisë në orët e gjuhës angleze. Studimi u krye në dy shkolla fillore nga pjesët rurale të Vushtrrisë. Të dhëna sasore të mbledhura nga pyetëtori i nxënësve ndihmuan në të kuptuarit e këndvështrimit të nxënësve krahas përdorimit të teknologjisë në orët e tyre të gjuhës angleze. Pyetësorët iu shpërndanë 50 nxënësve të moshës 12-15 vjeç. Një tjetër instrument i përdorur në këtë studim ishte një eksperiment me përmbajtje prej një testi para dhe një pas përdorimit të teknologjisë. Para-testet iu shpërndanë nxënësve përpara përdorimit të teknologjisë. Pas para-testit, nxënësve iu shfaqën pjesët gjuhësore të synuara përmes teknologjisë. Në fund të eksperimentit zuri vend një pas test, me qëllim të dëshmimit të përfitimeve që sjellë përdorimi i teknologjisë në orët e gjuhës angleze dhe dallimeve në performancë si pasojë e integritit të saj. Pyetësorë me pyetje të mbyllura dhe të hapura iu shpërndanë dy arsimtarëve të gjuhës angleze në zonat rurale të Vushtrrisë me qëllim të mbledhjes së të dhënave cilësore të cilat shqyrtuan pikëpamjet e mësimeve në lidhje me teknologjinë në orët e gjuhës angleze. Prandaj, qëllimi i studimit është të kuptuarit e përmirësimit të kualitetit të të mësuarit anglisht si pasojë e integritit të teknologjisë, si dhe perspektivat e

nxënësve dhe arsimtarëve krahas implementimit të saj në orët e gjuhës angleze. Studimi shfaq përparësitë e përdorimit të teknologjisë si lehtësues në procesin e të mësuarit anglisht në pjesët rurale të Vushtrrisë, si dhe pengesat që sjell në klasa.

Kohëzgjatja e studimit ishte dy javë dhe të dhënat e mbledhura u përcollën nga një analizë e tërësishme e tyre përmes së cilave u definuan përparësitë dhe mangësitë që ka përdorimi i teknologjisë nëpër orët e gjuhës angleze në zonat rurale të Vushtrrisë.

**Fjalët kyqe:** *teknologjia, gjuha, përparësitë, mangësitë, e rëndësishme*



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## **Chapter One- Introduction**

Schools have been the main, and often the only way of learning languages for many years. English language learning, as well as many other fields, has constantly changed. Classroom environments today are differential to the ones found in previous centuries. According to Parvin, Salam (2015), modern ways are taking over while traditional ways of teaching have lost some of their impact in the process of learning. However, Eaton (2010) claims that using technology in classrooms does not guarantee success, because apart from using coherent techniques, the need for practice and continuous dedication is not reduced. Taking this into consideration, it is known that technology does not offer inclusion since there are students who do not have the ability or the social conditions to have access to internet, therefore it can prove to be difficult for them to improve their speaking, writing, reading or even listening skills by using technology.

English language is one of the languages that is spoken the most throughout the world, therefore the way teachers teach it is crucial. The importance of learning English in Kosovo has been known and increased continually. In the Republic of Kosovo, English Language is a part of teaching curriculums starting from the first grade. Given that English is a global language, and that technology inventions have impacted our lives, by becoming a necessary skill, its relation with technology is interdependent, and both of them are very important to each-other in the modern times. The growth of technology and the speed of communication increase in parallel lines, making the traditional way of teaching a language not sufficient on its own.

As we are in the 21<sup>st</sup> century, computers, internet and technology in general are taking a more and more dominant role in classrooms. The number of people who speak English as a second language is constantly increasing and is going to exceed the number of native speakers. Meanwhile, it is important to remember the possible barriers that can stay in-between technology and teaching. In the future, schools are going to need very fast internet connection, because if an English teacher wants to do an activity by telling the students to bring their own device, then the internet must be fast. After all, Britland (2013) claims that the teachers and the students will not want to use it if it is slow.

Integrating technology in primary schools, with young adolescents, who according to Lee, Yeung, & Cheung (2019), favour its presence in their classes, is very important, therefore it can distract the students in particular situations. However, the teachers have to plan the technology usage properly, therefore Dudeney & Hockly (2016) claim technology to be brought in English classes via communicating tools. Not organizing the class properly can lead to students not improving, or getting distracted. Without underestimating the undisputed role that technology use plays in improving the learning of English Language, it is claimed by Rahimi, Yedollahi (2010) that without organizing its usage accordingly, technology is not as useful as needed for learning. For technology usage to be helpful, learners and teachers should be familiar with its usage and have the necessary skills for it to have the proper outcomes.

Therefore, improving English vocabulary nowadays is easier due to technology development. For our teaching and learning methods to be as effective as possible, they need to contain new ideas. Proper organization is needed when trying to teach something. Because of its status as a global language which is spoken across the whole world, English has a very important role because it connects people from every continent and country. Social media, which is a media that can be used in various devices can be very helpful to the improvement of students' writing, reading, listening and even speaking skills. In spite of the great role that technology plays in enriching language fluency, it is important to combine it with traditional methods to achieve the best possible results.

The research on advantages and disadvantages of technology, such as: computers, smartphones and various websites on developing English learning in rural parts of Vushtrri has been inspirational and important in understanding the students' preferences and abilities to improve their English in every possible aspect, also taking into consideration the difficulties that technology presents. In general, the study has proven to be very informative beneficial to other teachers of the English language to better understand the pros and cons of using technology to improve and facilitate the youngsters' English learning.

## **1.1. Significance and purposes of the thesis**

The growth of technology has peaked with the internet being one of the main sources of information today. Therefore, this research exposes the advantages and disadvantages that the use of technology has on improving the learning of English Language through an experiment conducted with 50 primary school students from rural parts of Vushtrri, Republic of Kosovo.

Technology has changed the ways in which people communicate, keep-up or interact with each other. The internet, being as important as it is, has become the dominant tool in the matter of globalizing the English language. However, it is known that, along with the growth of the necessity of integrating the technology in the classrooms, the need for the number of qualified teachers to do so has increased as well. Although the number of teachers who are able to do so is considerable, some teachers still use alternative ways to teach, traditional ones. In order for the teaching of the English language to be done by using technology, it is important to know the conditions that are provided by schools. Lately, most schools in the rural parts of Vushtrri have been provided with laptops and video projectors. The municipality budget also covers the schools' need for internet connection. Moreover, it is observed by Dudeney & Hockly (2007) that internet increases the quality of learning in classrooms.

Technology offers a lot of alternatives to teachers on how to teach their students English, therefore it is significant to create conditions for its implementation in English classes. However, despite the undeniable importance and benefits of English language teaching by using technology, the teachers must always be prepared and have a back-up plan.

## **1.2. The structure of the study**

This study contains five chapters. The introduction is discussed in the first chapter, thoroughly stating the importance of technology for English learning. Chapter one also deals with the significance and the purposes of the thesis as well as the structure of the study. The final part of the first chapter introduces the objectives of the study.

The second discusses the literature review, which focuses on the role technology plays in making the process of learning more interesting, the advantages it has on improving the students' English, and the disadvantages it brings into a classroom. Specifically, the study also deals with the role internet plays in helping young learners improve their English. .

The third chapter treats the methodology and study procedures. It establishes the design of the study, the research questions, hypothesis, participants, data collection, and instruments of the study. The fourth chapter gives the perspectives of students and teachers and an illustration of the difference that technology makes in improving the English of learners from rural parts of Vushtrri. Chapter four consists: results from the students' questionnaire, results from the pre-test and post-test and the results from the teachers' questionnaire.

Chapter five elicits the conclusions to the study, the limitations and the recommendations, whereas the last part of the study consists of the bibliography and appendixes.

### **1.3. The objectives of the study**

#### ***1.3.1 General objectives:***

The general objective of the study is to emphasize the importance of integrating technology in English learning classes. Its purpose is to find out the benefits and challenges that the usage of technology has had in young adolescents and their improvement of the English Language learning.

The study also shows the importance of interactive classes for students to become independent learners. Moreover, the study aims to get the perspectives of both teachers and students towards the use of technology in their English classes.

#### ***1.3.2 Specific objectives:***

1. Finding out if students improve their English by using technology;
2. Finding out the quality of English learning when technology is integrated;
3. Finding out the students' and teachers' points of view towards using technology inside English classes.



## **Chapter 2 - Literature Review**

### **2.1. Introduction to Literature Review**

The importance of learning English is growing, and together with it, the need to teach it as qualitatively as possible. Therefore, as claimed by Graddol (1997), English language is very important in today's world, and technology provides the teachers and learners with a variety of teaching and learning ways. Accordingly, English being a crucial language and the key role it plays in getting people closer and making the simple process of communication easier today are globally accepted, taking into consideration the fact that many countries teach English as a second language by including it as an integral part in their national curricula.

Moreover, one of the key factors that English language has had a massive increase in importance and relevance lately is technology, which has also played a significant role in helping people improve their fluency. Technology has even changed the role of the teachers, giving them a helping role rather than making them the main providers of information and knowledge. Along with the teacher's role, the role of technology equipment has also advanced inside classroom environments, evolving to assisting tools rather than only used when presentations are needed. The number of people who learn English, as claimed by Britland (2013), is constantly increasing recently, therefore it is really important to make classes attractive because English teaching in the future is going to be social. Taking this into consideration, it is pivotal to keep the students occupied and interested in learning, and technology provides the tools and conditions to do so.

In addition, according to Rahimi, Yedollahi (2011), it is decisive to investigate the teachers' knowledge and ability to implement and use the technology correctly in their language classes by observing their individual training, skills, and characteristics. Technology itself helps students who are familiar with it get higher grades. It is also claimed by Peterson (as cited in: Ahmad, 2012) that with the integration of technology, the communication skills improve drastically changing the class from teacher-based to student-centered, thus changing their respective roles in the classroom. Moreover, Ahmad (2012) also claims that the exposure to technology can

improve the students' understanding and fluency in foreign languages, given learners are bound to learn easier when using their eyes and ears at the same time. Henceforth, preparing teachers to use technology properly is important because it plays a huge role in improving the language skills of the students.

The virtual way of communicating is crucial in modern times. Teachers of foreign languages in general, and English in particular can benefit from this fact by using it to their advantage. According to Pope & Golub (2000), what remains crucial is the preparation and training of the teachers to use effective ways in which technology becomes beneficial inside a classroom. Therefore, an increased number of training hours for teachers should be considered.

Contrary to the fact that the discussion of the implementation and its results has been present for many years, technology inclusion in classrooms is still short. On the other hand, it is claimed by Acevedo (2016) that technology has played a very important role in education, and especially in teaching and learning foreign languages, given the facilitation it provides in delivering the input which is decisive, in quality and quantity, therefore including ICT in classes helps engage learners, especially young ones.

An observation by Warschauer (as cited in Parvin, Salam, 2015) claims that teachers are staying in touch with technology, since the ways of teaching have evolved. The method of translating grammar, which was a preferred teaching method by some of the scholars, is supported by the technology of the writing board. Additionally, Acevedo (2016) claims the great role of technology in the process of communication to be known, therefore making the influence of ICT bigger in improving the quality, and increasing the speed of communication. Consequently, teachers have to stay in touch with the latest platforms so they can provide their students with the newest ways of learning.

With the development of technology, the role of the teachers changes. Classes are more student-based than teacher-centered, therefore the teachers often play the role of facilitators. Nevertheless, as claimed by Acevedo (2016), the role of teachers remains extremely important given that they still are considered to be an authentic source of information. Moreover, Blake (2008) argues that learning a foreign language can consume time and exhaust the learners, thus

demanding hard work and high focus. Consequently, achieving high fluency in a foreign language may take more than a thousand hours of work, according to Bialystok and Hakuta, (as cited in Blake, 2008). However, whether technology reaches its potential in facilitating the students' studying depends on the use and implementation of it in the curriculum.

Learning new words and enriching the vocabulary skills is crucial in improving the acquisition of a foreign language and dictionaries play a pivotal role in that. Historically, dictionaries have provided the students with words and their meaning, their use in a sentence, synonyms, etc. Additionally, as stated by Golonka, et al. (2014), electronic dictionaries have proven to be pivotal in facilitating vocabulary improvement in young learners, who complete exercises that are related to reading faster than the ones who use traditional dictionaries. Accordingly, using technology plays a major role in improving vocabulary skills in particular, and language learning in general.

The impact of ICT has increased together with the development of it. Its role in education is pivotal and undeniable. According to Martins (2014), the growth of technology in the last six decades has had a key role in foreign language learning, therefore teachers and researchers in particular have shown great interest in its development since contemporary methods and techniques are imperative in coherent curriculums.

In addition, it is crucial for people to be able to speak as many languages as possible. Scholars are in a constant search for tools, methods, and techniques that would help them teach the targeted foreign language to their students easier. Since computers are devices that are generally used for communication, according to Ariew (2014), they have had a great role in making the process of learning more interactive, thus moving the process of language learning at higher levels.

## **2.2 Advantages and Disadvantages of Technology in Learning English**

Using technology is crucial in students' development of vocabulary and grammar as well as their speaking, writing and listening skills. However, according to Erben, Ban, Castañeda (2009), teachers need to understand that it is not possible for students to be able to get all of the

information, technology, and English language knowledge at the same time. Consequently, they should be understanding that students might need small steps to start achieving the targeted results.

The popularity of the English language during the last years has grown massively, and together with it, the necessity for qualified teachers. Teaching by using technology should be one of the skills possessed by today's teachers. Implementing and integrating technology inside a classroom requires a capable teacher for it to be useful and help students improve their language skills. Nevertheless, as claimed by Shyamlee, Phil (2012), there are still teachers that have proven to be unable to adapt to these new ways of teaching. As a result, students who are able to keep up with the constant change of technology tend to have high confidence, thus resulting in a higher interest from their teachers to improve their own skills on technology in order to teach their students as qualitatively as possible.

Technology appears to scare some of the teachers, given the lack of training, therefore increasing their insecurity and skepticism towards using it in their classes. As a result, a number of teachers might refuse to teach by using technology, even if it proves to benefit their students. According to Rahimi, Yadollahi, (2011), despite the undisputed importance of learning a foreign language with the assist of technology, it is important to understand the teachers and offer them help in order for them to overcome this fear.

Futhermore, if the teachers are willing to include technology in their foreign language classes, it is claimed by Doering & Beach, Parks, Huot, Hamers, & Lemonnier, (as cited in Erben, Ban, Castañeda, 2009) that organizing the materials and using them in proportion to the class is imperative for them, with the purpose of avoiding confusion amongst their students. According to Erben, Ban, Castañeda (2009), cooperation between the students is very important and it should be a goal for the modern teachers, who can help it by creating activities that encourage it, therefore one of the greatest challenges remains the shifting role between the teachers and students. By achieving this, students become more independent, learn easier and need less tutoring.

In order for learning to be interesting, and students to achieve their goals and expected results, technology should be integrated continually. According to Parvin, Salam (2015), technology inclusion in English classrooms benefits the students' independence and reduces their reliance on their teachers. Also, by communicating with each other, students increase their social skills, since language learning is mostly achieved through communication. This way, English classes focus more on students, and teachers observe, rather than be in the centre.

However, when trying to work with technology in their classrooms, teachers have to be aware of the challenges that might be faced on the road together with the frustrations those challenges may cause. Consequently, Erben, Ban, Castañeda (2009) emphasize that one of the most infuriating factors for teachers are the "technical errors." (p.81). Apart from technical errors, another issue that the teachers can face is the accessibility of websites planned to use due to the internet being down or webpage being unavailable at the moment, making them unpredicted events which may cause the students to get infuriated.

Challenges and restrictions cannot be fully avoided since there are schools that control the sites in which the students may have access. Teachers should plan their materials in accordance with administrators because there might be material that cannot be accessed by the computers of schools because of those limitations. According to Erben, Ban, Castañeda (2009), the security blocks happen due to the fear of unreliable sites, therefore they are generally blocked because the security programs scan for certain words, regardless of meaning. Consequently, planning correctly, and planning in time can facilitate the process of learning.

The way technology is used inside foreign language classrooms is crucial, and if used wisely, it can be a pivotal factor in improving the process of second language acquisition. This is why Blake (2008) states that ICT can be helpful to all of the learners in general, but in particular, is very important if studying the target language abroad is difficult. Despite the fact that many studies have argued about the importance of using technology in foreign language learning classes, according to Golonka, et al. (2014), it is important to know that there is no clear evidence providing a definitive proof that learning by using technology is superior in every aspect in respect to traditional learning. Additionally, it is claimed by Blake (2008) that some people lack a clear vision of the meaning that technology has on the L2 learning.

## **2.3 The Role of the Internet and Social Media in Improving English.**

Globalization has transformed the way of teaching in general and teaching foreign languages in particular. The internet has played a great role in offering learners access to new languages and various ways they can improve on them. Language teachers must pay attention to certain ways of communication that the internet offers, and try to understand the students we learn, even if that means giving up in some of the previous ideas we may have obtained in the past.

Debski (as cited in Golonka et al., 2014) argues that the social networking interaction has been the most important factor in developing foreign language skills taking into consideration that learners are demanded to communicate with their partners from abroad, a process which also requires and encourages them to look for information on the internet, find materials for joint web-project, therefore “how students learn through such practices is still unclear”. (p.84).

Moreover, considering the need for technology to prevail and to be beneficial for the L2 learners, according to Rahimi, Yadollahi (2011), it is important to consider the characteristics of teachers, such as experience, gender, and age, because computer anxiety might prove to be a negative factor. Additionally, Kern (2014) claims that there are texts provided by the internet that expose the students to reading, writing, visualizing and listening skills by triggering the critical skills of our students to improve along with their vocabulary and grammar.

Language is the key to communication, just like enriching vocabulary is an influential factor in improving a foreign language. Mobile applications are used by people to communicate with each other via social media. Seeking help from online sources is what makes improving the process of learning a language easier because the process of teaching now has changed. Moreover, Rogan & Miguel (2012) claim that “podcasts and vodcasts can contribute to independent and autonomous learning”. (p.401). Except for learners, many teachers use these mobile apps to stay in touch, or even organize online activities for their students.

As these tools gain importance in teaching, AlGhamdi (2018) claims that teachers ought to expand their investigation on how to use them properly in their ELT classes. Technology can be used to create portfolios in which the students express and demonstrate their work more easily.

In a more detailed way, students can make videos, podcasts, or blogs. However, according to Eaton (2010), apart from the technologies that demonstrate the improvement of the English language, some technologies facilitate the work students have to go through to achieve said improvement. Therefore, it is not impossible that: in the future, apps are going to replace textbooks as the main source of information.

In order to advance in communication, a very important factor is interaction. What remains imperative, according to Erben, Ban, Castañeda (2009), is the need for teachers to understand their students and the familiarity of them with the latest technology and the way to do it easily is via a needs assessment at the beginning of the year, since using social media alone does not necessarily mean that students are “techno literate”. (p.79).

Social media plays a key role in helping people interact, which is very important and helpful in the learning process. Learning new languages in the 21<sup>st</sup> century is of great importance and highly achievable due to globalization through ICT, and English is the stand-out language with a pivotal role in worldwide communication between people. Along with a new, more interesting and different classroom environment, Shyamlee, Phil (2012) claim that the world-wide-web provides a superb combination of listening, reading, and visual material, such as films with subtitles, thus directly helping the students with their language learning.

Students who have access to internet, along with the necessary training in technology, outperform students who do not in writing tasks and they find it easier to communicate with each other via chat as opposed to the usual classroom setting with groups of learners in large numbers. However, despite the recent prioritization of vocabulary improvement in students, grammar remains a very important part of a language, especially in writing. Grammar checkers have helped students a lot in this matter, therefore it is believed by Golonka et al. (2014) that students need training, dedication, and practice in order to be able to use them properly. As a result, students use a higher number of words, construct larger sentences, communicate more freely, and are less anxious.

In contrary, Loewen and Reissner (as cited in Golonka et al., 2014) claim that the concentration levels are higher when there is face-to-face discussion. Besides, it is said that the inclusion of

ICT inside classrooms brings improvement and development of second language learning. For the most part, the benefits that were found to be major are those claimed through interactions provided by the internet. Therefore, Erben, Ban, Castañeda (2009) found communication rooms to help learners who are foreign speakers communicate with native speakers. This type of communication is crucial in achieving language fluency.

Language learning sites have taken advantage of this, and the majority of them have enticed millions of people in hundreds of states. According to Kern (2014), except the multiple opportunities it offers in accessing materials such as texts, films, songs with lyrics and pictures from across the world. Consequently, in regards to foreign language learning, the internet is very useful because it helps the learners communicate with people from different countries for reasonable prices.

It is claimed by Pica, Kanagy and Falodun, (as cited in Blake, 2008) that computer-assisted language learning (CALL) can be challenging, because to advance their language learning and reach their fluency targets, students have to understand their teacher's meaning of opinion. In spite of this, Reeves and Nass (as cited in Blake, 2008) argue that interactivity amongst the learners and computers, just like between human beings, has become fundamentally social and natural. Accordingly, the internet helps students increase their language proficiency by offering various opportunities to communicate.

The introduction of email and its use in the L2 learning process has provided students not only with the opportunity of communicating with native speakers, but also with the possibility of writing in a suitable time for them. Despite this, according to Warschauer (as cited in: Stockwell, Harrington, 2013), email being used as a tool in the L2 classes reduces the anxiety levels in learners. Lessons can be taught in an all-online way, henceforth online classes can be very helpful to some students. Moreover, Blake (2008) states that all-online students score much higher points in written tasks when taught in this way. Additionally, according to Erben, Ban, Castañeda (2009), prior obligating students with assignments and setting deadlines for them, teachers ought to understand that in order for ICT integration to work as expected, students have to be provided with the necessary time in order to adapt to the tools.



When discussing the importance of email in the development of writing, it is argued that emailing has its advantages and disadvantages. It is claimed by Stockwell & Harrington (2013) that emailing requires less determination in processing the information immediately, hence the timing to process meaning is longer and at the same time it lacks physical gestures by having learners rely on linguistic hints only. Additionally, internet interactions seem to make learners more confident and enthusiastic towards speaking a foreign language when compared to the ones being inside an oral class.

Furthermore, according to Lenhart, Madden, and Hitlin (as cited in Blake, 2008), “84 percent of teenagers today, who will be the college language learners of tomorrow, use the Internet primarily as a tool for communications through instant messaging (IM) and text messaging.” (p.5). However, Kern (2014) claims that it is important to know that the interaction via videoconferencing differentiates from face to face communication because the placement of a webcam makes learning more difficult, since real eye contact does not exist online.

Technology-assisted language learning is gradually getting integrated into schools. According to Dylak, Kaczmarek (2001), there are dilemmas on how to teach a language and when to start teaching it, therefore the everyday observations following the impeccable progress made by children who played computer games gave the idea of using multimedia in the L2 classes.

Since the educational system has shifted almost entirely to online learning during the COVID19 lockdown, the role of technology has increased even more. As many children and teachers are kept out of schools for known reasons, it has become a necessity that they are familiar with technology as much as possible. In Kosovo, English language lessons during the lockdown were not given via national TV, therefore the English teachers had to find alternative ways to teach their students. Consequently, apps like Zoom, Google Classroom, Google Meet, etc., have become an integral part of learning and teaching, although the process of immediately shifting to online learning has been anxious for some of the participants. The socioeconomic problems have kept thousands of students out of the learning process in Kosovo.

### *Summary*

Technology is pivotal in increasing the quality of learning English, therefore it should be used in classes to achieve higher fluency and better proficiency. Provided that English as a second language is taught in many countries of the world, the way teachers opt to teach it is crucial, since technology also has its disadvantages if not used properly, thus obligating the teachers to stay in touch with it, and plan its usage carefully. Moreover, the internet provides enormous communication opportunities all the time, making it easier for language learners to express themselves. Conclusively, technology brings many advantages in English language classes, although for it to reach its full potential, it has to be planned properly.

## **Chapter 3 – Research Design and Methodology**

### **3.1. Introduction to Research Design and Methodology**

A design of the research study regarding the improvement of young learners' English in rural parts of Vushtrri when technology is integrated, with the main goal of finding out the benefits and challenges that this process provides, is narrated in this chapter. Furthermore, the advantages and disadvantages that the implementation of technology brings to transmitting knowledge to English learners together with the facilitation and struggles it provides the teachers with. Additionally, the study provides an overall analysis on the students' preferences towards including technology in their English classes, while also pointing out the growth in performance when technology is integrated, and the differences in results when they are tested. This chapter also gives an overall design of the study and a detailed description of research questions, hypotheses, participants, and instruments of data collection.

### **3.2. Design of the Study**

To be able to identify the advantages and disadvantages of integrating technology in English classes in rural parts of Vushtrri, as well as identifying the role of ICT implementation in schools in order to facilitate and improve the English of young learners, a quantitative and qualitative approach was conducted. The research was divided in two parts. Questionnaires for both students and teachers were included in the first part. This part aimed to investigate the teachers' and students' points of view towards technology use inside English classes. The second part was covered by an experiment, which consisted a pre-technology use test and post-technology use test, with its aim being to observe the benefits that technology integration in English classes in rural parts of Vushtrri brings.

### **3.3 Research Questions**

1. Is using technology an effective way of transmitting knowledge in English language classes?
2. Does the quality of English learning in rural parts of Vushtrri improve when technology is

used?

3. What are the advantages and disadvantages of integrating technology in English classes?

### **3.4. Hypotheses**

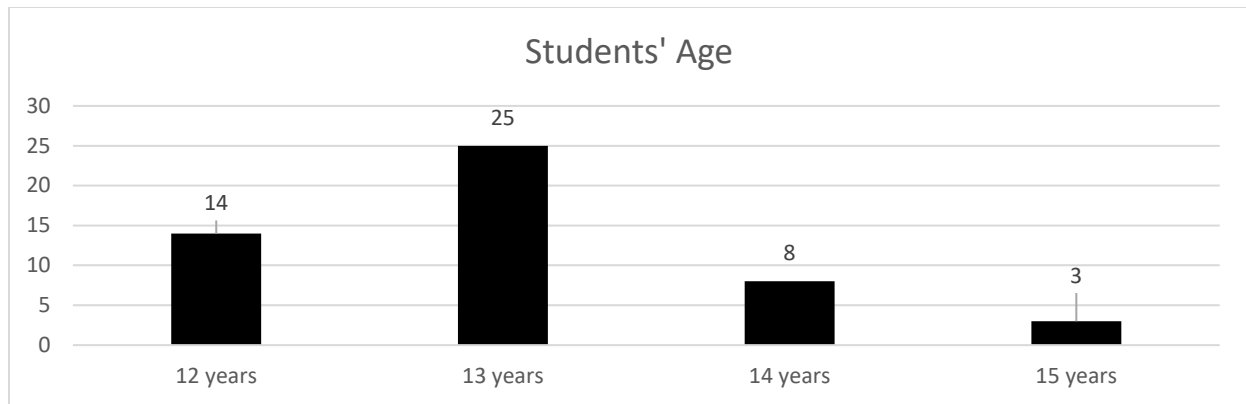
1. Technology usage is a crucial way of transmitting language knowledge in English classes because it provides the students and teachers with equal opportunities for English teaching and learning.

2. The quality of English learning in rural parts of Vushtrri improves when technology is integrated inside the classroom facilities.

3. The usage of technology inside English classes may have a bad impact if the usage of it is not planned properly.

### **3.5. Participants**

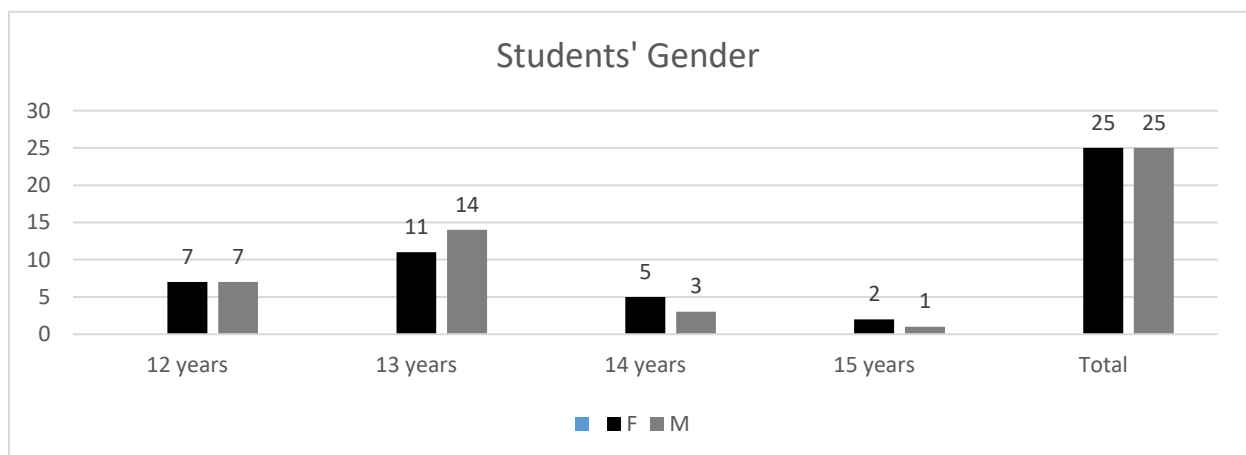
The participants in this research were 50 students from rural parts of Vushtrri. 25 of them were males, whereas 25 of them were females. Apart from the students, two English teachers who work in rural parts of Vushtrri answered the questions found in a questionnaire prepared for them. Participants in these two schools were chosen purposely since both schools are equipped with technology and have started integrating technology in English classes. Moreover, this research intended to investigate the training level of the teachers along with the advantages and disadvantages that ICT implementation has in their respective English language classes. Apart from students, two teachers from rural parts of Vushtrri participated in the study. The following chart describes the age of students participating in the study:



**Figure 1: The age of students participating in the study.**

The above chart illustrates the age of students participating in the study. As previously said, the total number of participants in this particular study was 50. The highest number of students, exactly 25 of them were 13 years old. 14 students were 12 years old, 8 students were 14 years old, whereas the lowest number of students who participated in this study was 15 years old, with 3 participants.

The following chart describes the gender equality that was respected during this research:



**Figure 2: The gender of students participating in the study.**

Chart 2 illustrates the gender of students participating in the study. As the chart shows, in total, the total number of students participating in the study was divided equally. As divided by percentage, in total, 50% of the participants were male (M) and 50% of students were female (F).

### **3.6 Data collection and Instruments**

The methods used for data collection are questionnaires for teachers and students, as well as an experiment that included a pre and post technology use test. Quantitative and qualitative data gathered from the questionnaires helped to highlight the importance that technology has and the role it plays in the English language classes in rural parts of Vushtrri.

There were 50 hard copy questionnaires distributed to 50 students from rural parts of Vushtrri, aged 12-15 years old. In those questionnaires, students had to answer 9 optional questions. These questionnaires' purpose was to investigate the opinions of students towards the technology in general, and its implementation and integration of it in English classes in particular.

The second part of the study was an experiment consisted of a pre-test and a post-test. The pre-test was conducted with the students prior to using technology. 50 students from rural parts of Vushtrri, aged 12-15 years old were provided with pre-tests that consisted 9 sentences which they had to complete in 20 minutes. After the pre-test, target language was taught by using technology. The post-test was conducted after technology usage. Students had the same number of minutes to complete the same sentences in order to find the differences in performance after technology usage.

The last part of the study was a questionnaire that was distributed to two teachers from rural parts of Vushtrri. The teachers' questionnaire was distributed to them online. The teachers' questionnaire included 12 open and closed questions to provide qualitative results that elicited the teachers' perspective towards using technology in their respective classes.

## **Chapter 4 – Study Results and Discussions**

This study was conducted with 50 primary school students from rural parts of Vushtrri aged 12-15 years old and two English teachers from their respective schools. In the first task, the students were exposed to a questionnaire in which they had to answer questions about the impact that technology has in their advancement of English.

Secondly, students were given a pre technology usage test in which they had 20 minutes to complete 9 sentences from a text. The last task the students were exposed to was a post technology use test. Students had 20 minutes to complete the 9 sentences from the text after they have been taught via technology.

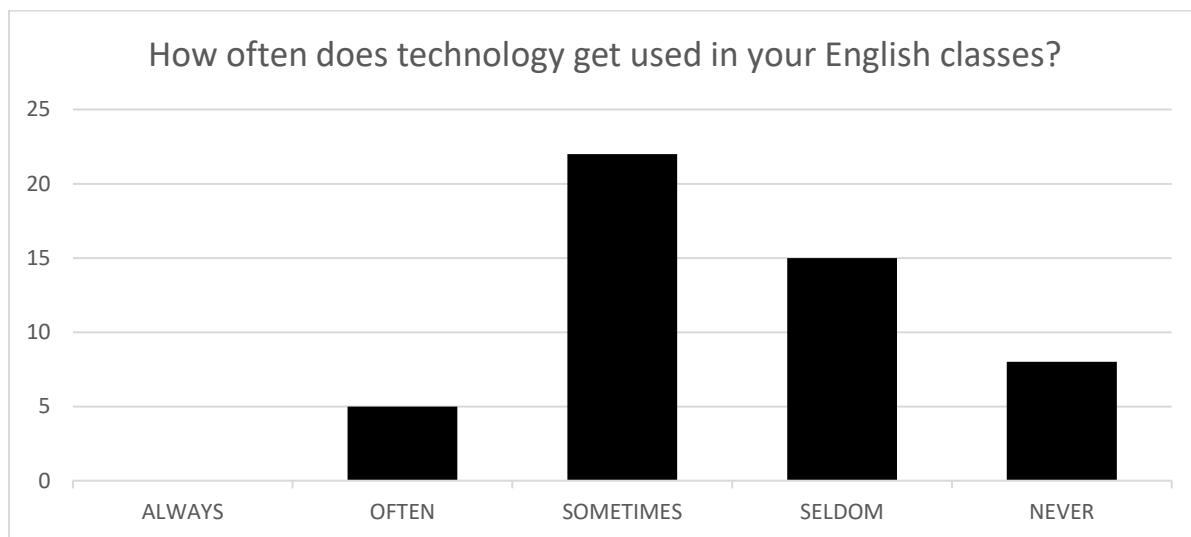
The experiment aimed to provide results which proves the improvement of the students' English when technology is integrated. The last part of the study was the teachers' questionnaire. The teachers answered questions from a questionnaire distributed to them online. The teachers' questionnaire consisted open-ended and close-ended questions.

Quantitative and qualitative data collected from this research exposed the role technology plays in improving the English language, as well as the advantages it brings if used properly. Apart from the advantages, this research exposes the disadvantages of using technology without planning it properly, although in comparison to the advantages, it can be argued that disadvantages are inferior.

This study also highlights the teachers' points of view towards using technology inside their classrooms, as well as the importance of having the necessary training to keep up with the constant evolution of technology.

## 4.1 Results from students' questionnaire

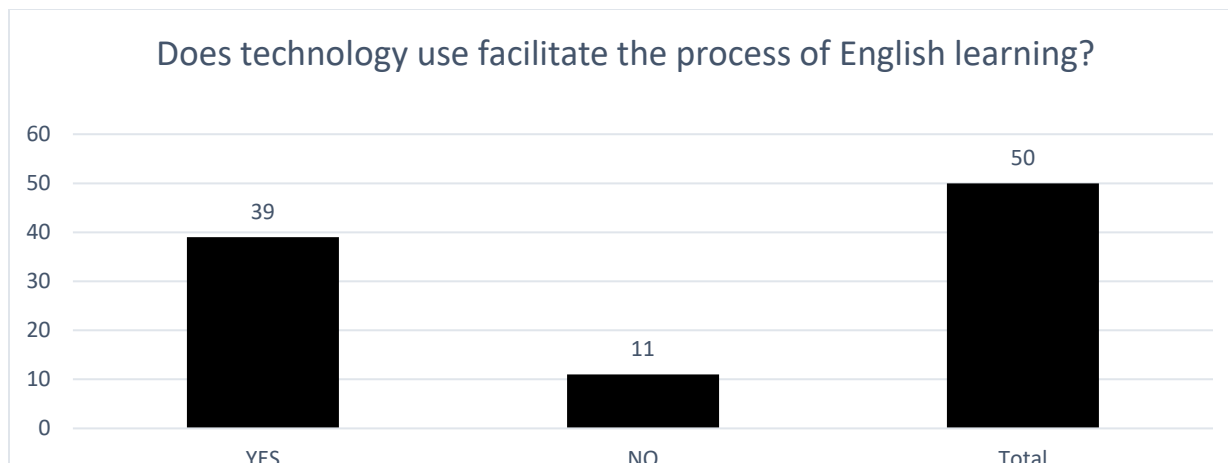
In order to discover the students' points of view towards technology use in English classes, and the role it plays in improving their English, a questionnaire was distributed to 50 students (25 males and 25 females) aged 12-15 from two schools placed in rural parts of Vushtrri. The results collected from the students' answers to the questionnaire were as follows:



**Figure 3: Students' Questionnaire Results – Question 1**

As the figure above indicates, when answering the question: *How often does technology get used in your English classes?*, students had five options: Option “a” (always), option “b” (often), option “c” (sometimes), option “d” (seldom) and option “e” (never). None of the students claimed that they always use technology in their English classes, 5 of them said that they use technology often in their English classes, whereas 22 of the students answered the question with “sometimes”. 15 students claimed that technology is seldom used in their English classes, whereas 8 students answered with “never”. Apart from age and gender, this was chosen to be the first question for the students in order to understand the exposure they have with ICT in classes.

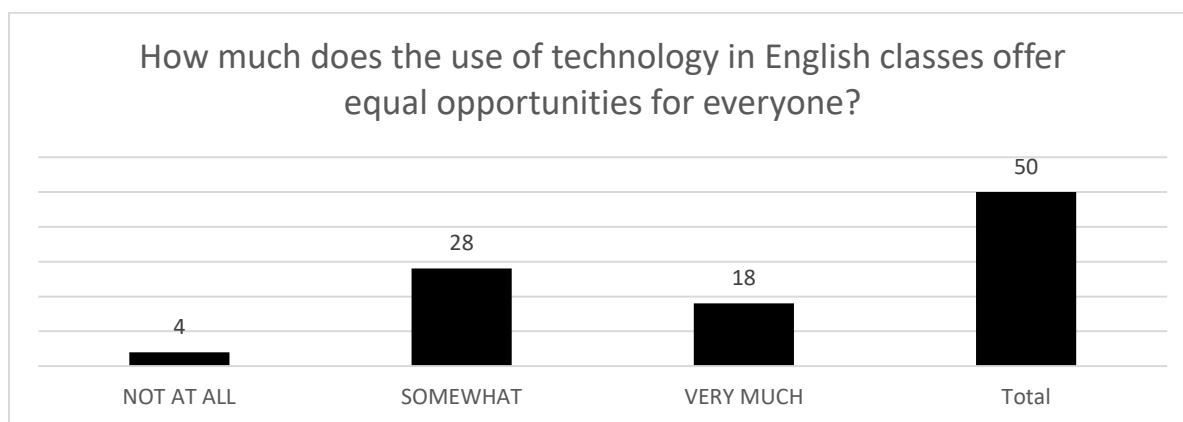




**Figure 4: Students' Questionnaire Results - Question 2.**

Figure 4 indicates the students' optimism towards the role of technology in their English learning process, as they were exposed to the question: *"Does technology use facilitate the process of English learning?"* As the chart shows, they had two options: "Yes" and "No". 39 of the students claimed that technology is helpful, whereas 11 of them answered the question with *NO*.

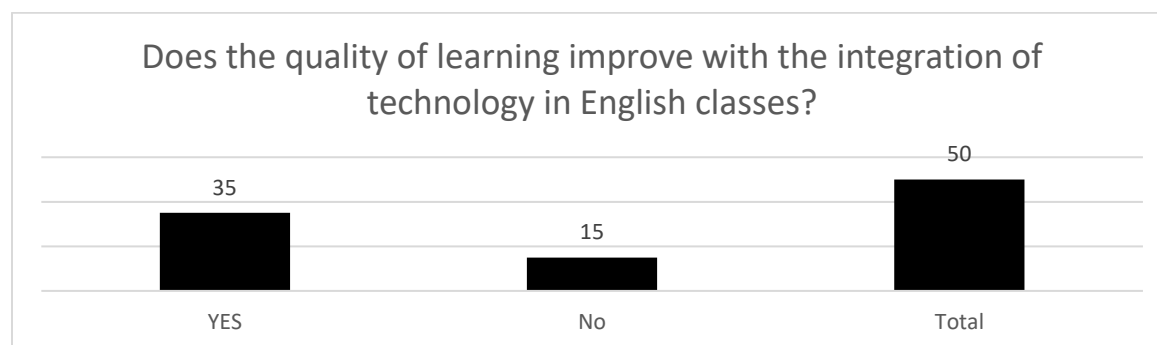
In order to understand better if technology use in English classes helps, it was important to understand the students' points of view, and the majority of them claimed that it is easier to learn English with technology.



**Figure 5: Students' Questionnaire Results - Question 3.**

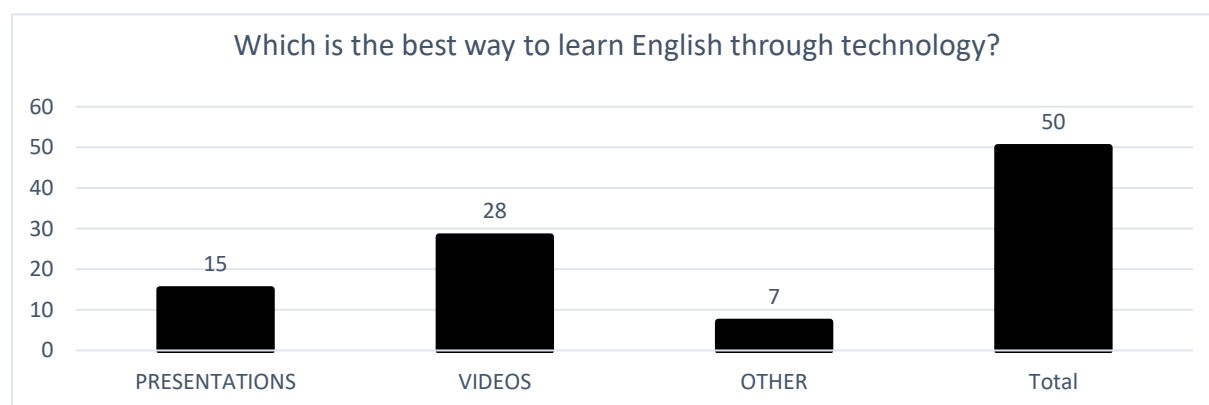
Students were exposed to the question: *"How much does the use of technology in English classes offer equal opportunities for everyone?"*. They had three alternatives to answer this question: option "a" (not at all), option "b" (somewhat) and option "c" (very much). The majority of

students, exactly 28 of them chose to answer this question with: *very much*. Only 4 of them claimed that technology does not offer equal opportunities, whereas 18 of the students answered the question with *somewhat*. It can be concluded that technology offers equal opportunities to most of the students.



**Figure 6: Students' questionnaire Results – Question 4.**

In question number 4 from the questionnaire: “*Does the quality of learning improve with the integration of technology in English classes?*”, students had two options: *yes* and *no*. From 50 students, 35 of them thought that the integration of technology improves the quality of learning English, while 15 of the students answered the question with *no*. It is clear that the majority of students think that the quality of learning improves with technology integration in their English classes.



**Figure 7: Students' Questionnaire Results – Question 5.**

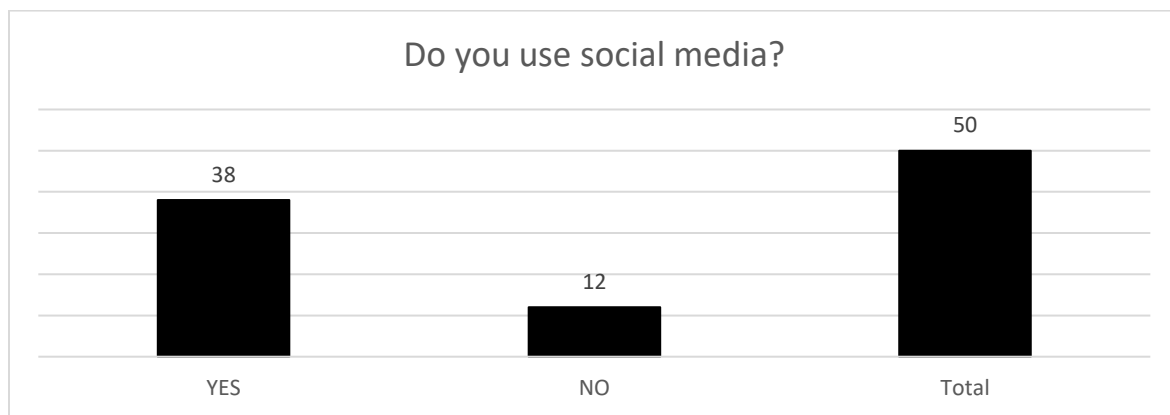
The above chart illustrates the students' answers to the question: “*Which is the best way to learn English through technology?*” This students had three alternatives to answer this question:

a) Presentations (Powerpoint, Prezi, etc);

b) Learning through videos;

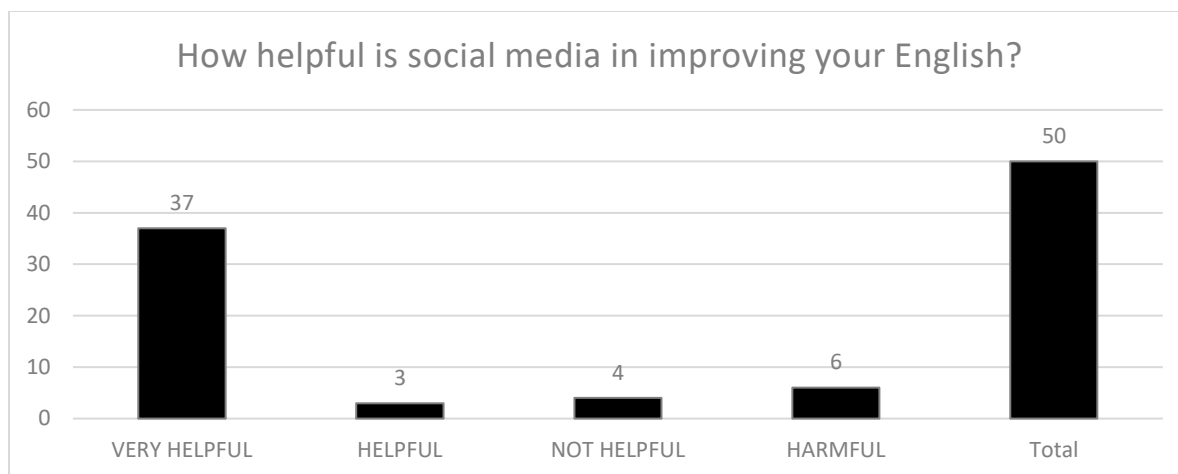
c) Other.

15 students claimed that presentations are the most effective way to learn English through technology, 28 of them claimed that learning through videos is the best way to improve their English, whereas 7 of the students chose other ways. The results of this question show a clear preference for learning through videos by the majority of students, because of their exposure to visual and audio material at the same time.



**Figure 8: Students' Questionnaire Results – Question 6.**

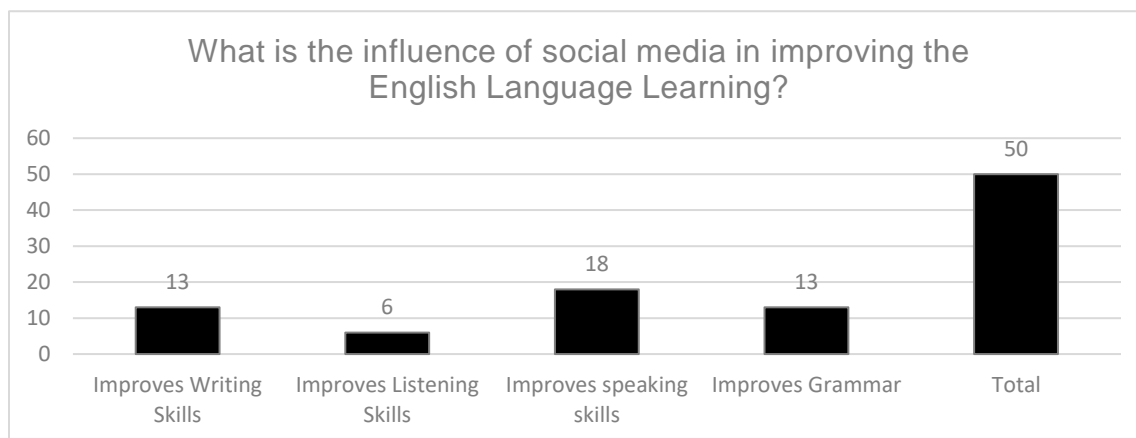
Students had two options: *Yes* and *No* to answer the question: “*Do you use social media?*” Out of 50 students, 38 of them answered with yes, while 12 of the students claimed not to use social media, thus answering with no. The results show a clear illustration of the superior number of social media users to the number of students claiming not to use them.



**Figure 9: Students' Questionnaire Results – Question 7.**

When answering the question: “*How helpful is social media in improving your English?*”, out of 50 students, 37 of them answered with *very helpful*, 3 of the students answered with *helpful*, 4 students claimed that social media is *not helpful* in improving their English, whereas a number of 6 students claimed that social media is *harmful*.

The results of question number 7 indicate that the majority of students were positive when asked about the helpfulness of social media in improving their English.



**Figure 10: Students' Questionnaire Results - Question 8.**

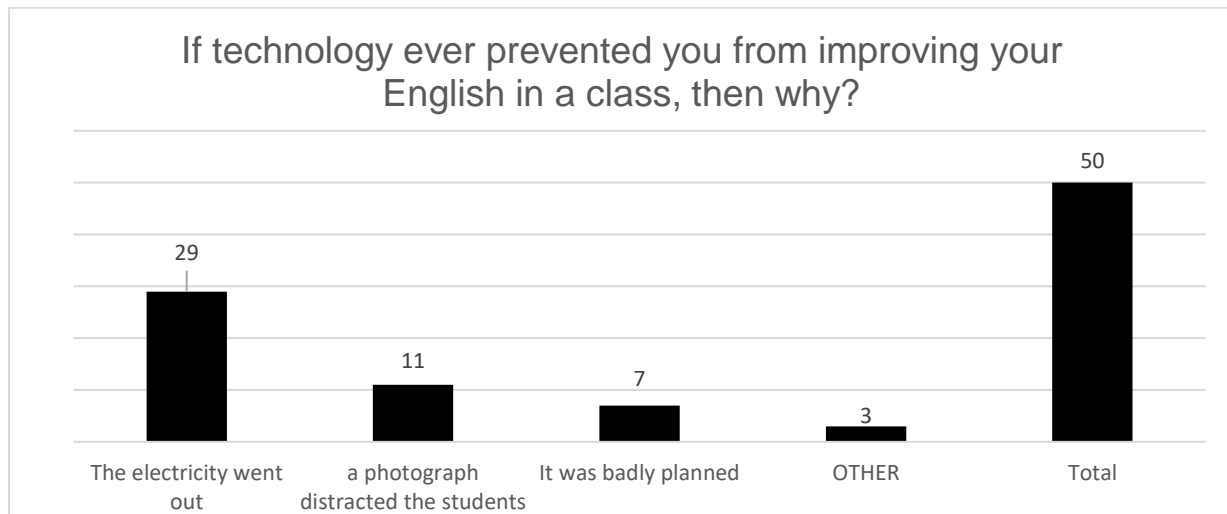
The table above shows the answers of students to question: *What is the biggest influence of social media in improving your English?*

To answer this question, students had four alternatives:

- a) it helps in improving writing skills;
- b) it helps in improving listening skills;
- c) it helps in improving speaking skills
- d) it helps in improving grammar.

Out of 50 students who answered this question, 13 of them claimed that social media improves writing skills, whereas the highest number of students (18) stated that it helps them improve their listening skills. 13 of the answers given by students asserted that social media improves their speaking skills, while 6 of them declared that it helps in improving grammar.

The results of this question show various ways in which technology in general, and social media in particular can be helpful to youngsters in improving their English skills.



**Figure 11: Students' Questionnaire Results – Question 9.**

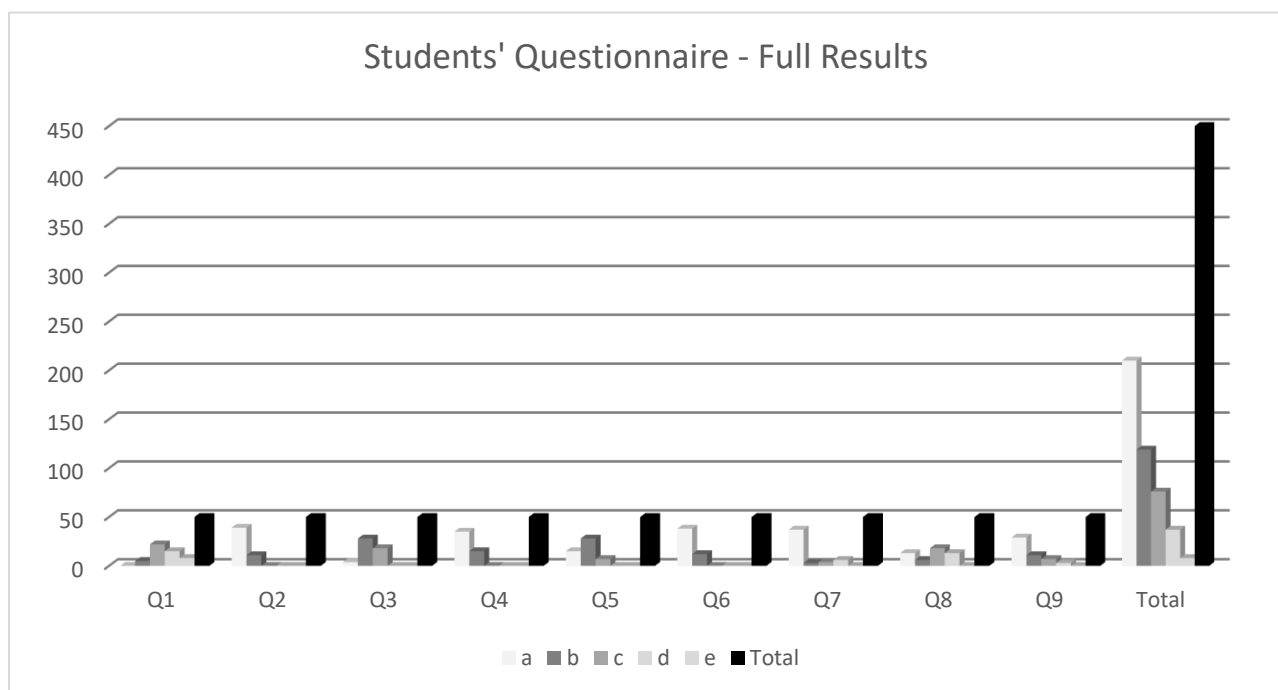
Regarding the last question of the questionnaire which asked the students about the reasons why technology has prevented them improve their English in a class, all 50 of them answered. There were four options the students were given to answer:

- a) the electricity went out;
- b) a photograph distracted the students;

c) the use of technology was planned badly;

d) other

As the chart illustrates, the majority of students (29) claimed electricity going out to have been the reason, 11 of them declared to have been distracted by photographs, whereas 7 of them stated that technology was planned badly in their English class. 3 of the students preferred the option: *other*. The results of this question show diverse reasons on why technology can be disadvantageous, with the most common being the electricity going out during English classes.



**Figure 12: Full results from the students' questionnaire.**

To conclude the results of the questionnaire, this table shows all of the responses in all of the questions asked in the questionnaire. Students from rural parts of Vushtrri generally think that technology helps them improve their English.

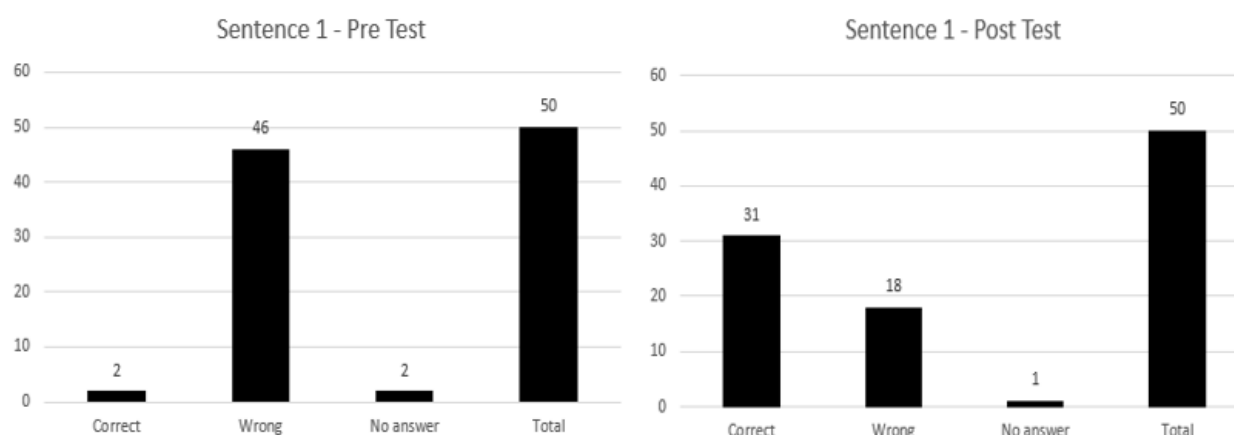
The quantitative results gathered from the students' questionnaire prove technology to facilitate the process of learning, increase the quality of learning, offer equal opportunities for students and

improve their English. However, it is important to note that there are still obstacles present in particular situations.

## 4.2. Results from pre-test and post-test

In order to find out the impact of technology in improving the English of young learners in rural parts of Vushtrri, an experiment containing a pre and post technology test was held. The experiment was conducted with 50 students from rural parts of Vushtrri, aged 12-15 years old.

Students were presented with two assignments. The first assignment required students to complete the sentences in a test that was conducted before using technology, whereas the second assignment required them to complete the same sentences after the use of technology. The following results illustrate the differences in all of the answers:



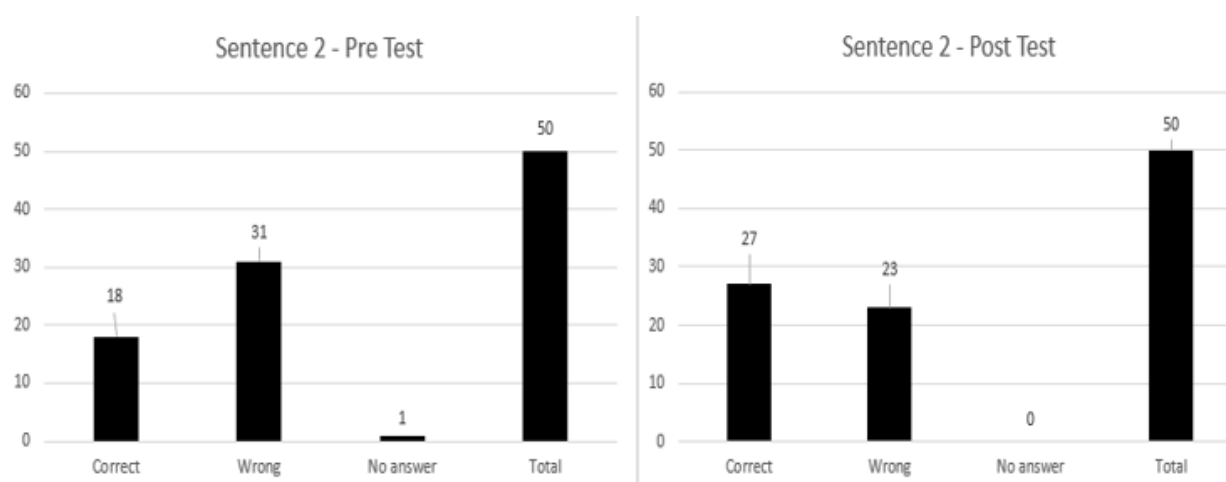
*Figure 13: Students' completion of sentence number 1 from the experiment.*

This table shows the answers of students to sentence number 1 on the test. The chart in the left presents the students' answers before using technology, whereas the right chart illustrates the answers from the post-test.

As the table shows, in regards to sentence number 1 from the pre-test, out of 50 students who participated in the study, 48 of them answered. Only 2 of the answers were correct, while 46 of them were wrong. 2 students chose not to answer.

As the table shows, the results improved drastically after technology usage. Out of 50 students, 49 of them completed sentence number 2. 31 of the students answered correctly, 18 of the answers were wrong, while 1 of the students chose not to answer.

The results of this question show a great improvement in correctness in the post-test, indicating a direct influence of technology use in improving English.



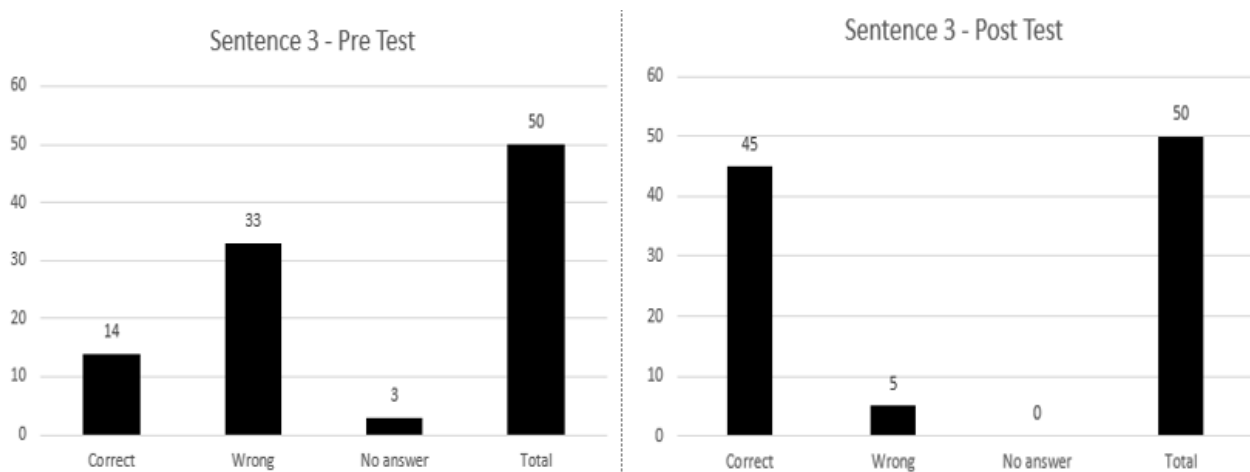
**Figure 14: Students' completion of sentence number 2 from the experiment.**

Regarding sentence number 2 from the questionnaire, it is illustrated in the above table that the differences in answers were not as high as in sentence 1 from the previous table. However, even in sentence number 2, students showed improvement and a higher number of their answers were correct after the use of technology. The results were as follows: As regards the pre-test, out of 50 students who participated in the study, 18 of them answered correctly to sentence number 2, 31 of the answers were wrong while 1 student chose not to answer.

The post-test showed slightly improved results in which all of the 50 students answered, with 27 of the answers being correct and 23 of them wrong.



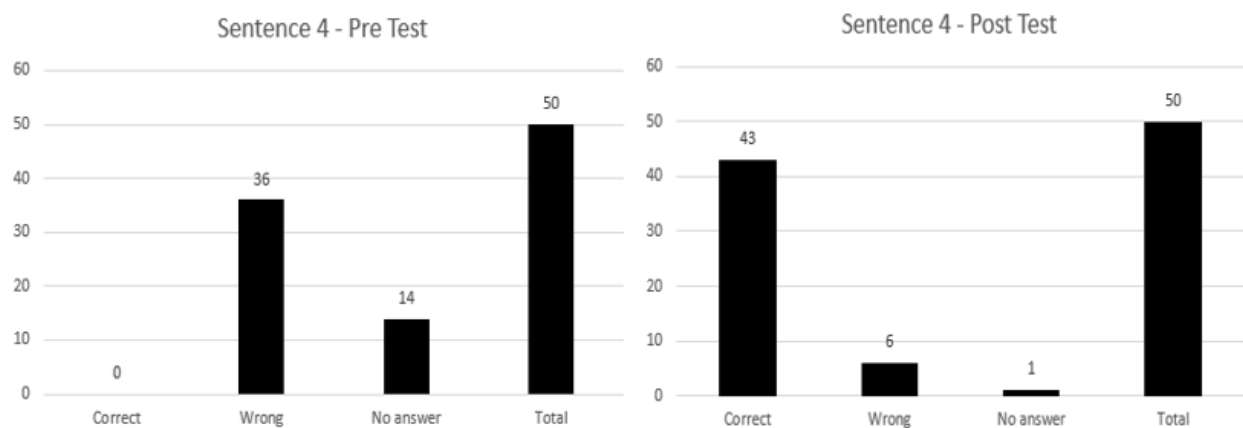
In conclusion, an improvement in correct answers was present after the technology usage concerning sentence number 2.



*Figure 15: Students' completion of sentence number 3 from the experiment.*

Concerning the sentence number 3 from the experiment, in the pre-test, out of 50 students, only 14 of them completed it correctly while 33 of the answers were wrong. 3 students decided not to answer.

Post technology use test shows enormous improvement in correctness. In this case, all of the 50 students completed the sentence, with 45 of the answers being correct and only 5 of them wrong.

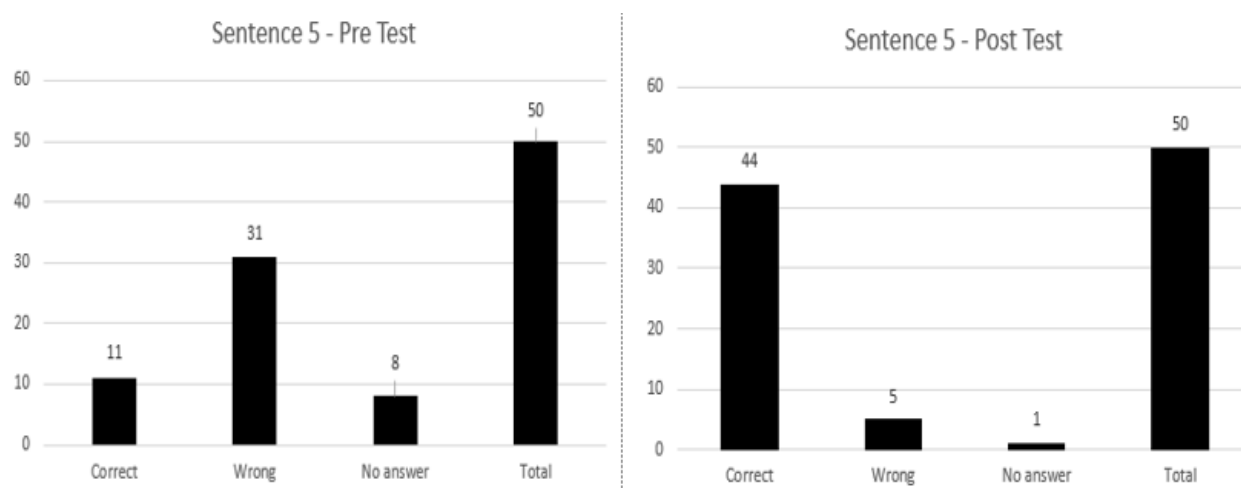


*Figure 16: Students' completion of sentence number 4 from the experiment.*

Sentence number 4 included 50 students in the pre-test. Only 36 of the students completed this sentence and all of them answered wrong before the usage of technology. 14 students preferred not to answer the question at all.

However, after the technology usage, the improvement in correctness was enormous. Out of 50 students, 46 of them answered correctly, while only 6 of the answers were wrong. Only 1 student did not exercise the right to answer.

This question shows a big positive difference in correctness in the post-test, thus arguing that implementing technology inside classrooms helps improve the level of English.

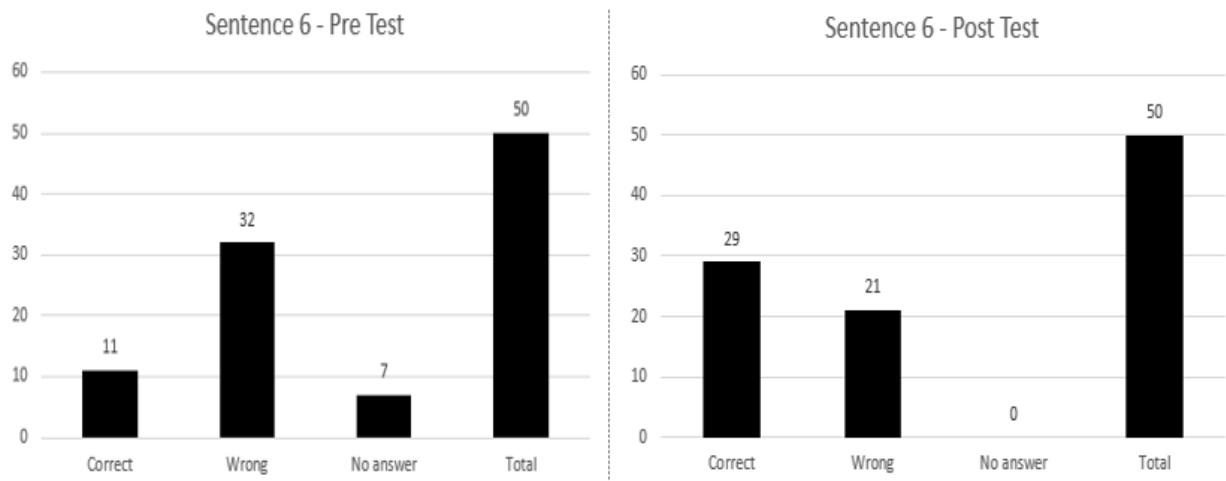


**Figure 17: Students' completion of sentence number 5 from the experiment.**

The chart above shows the completion rate of the students in sentence number 5 from the pre-test and post-test.

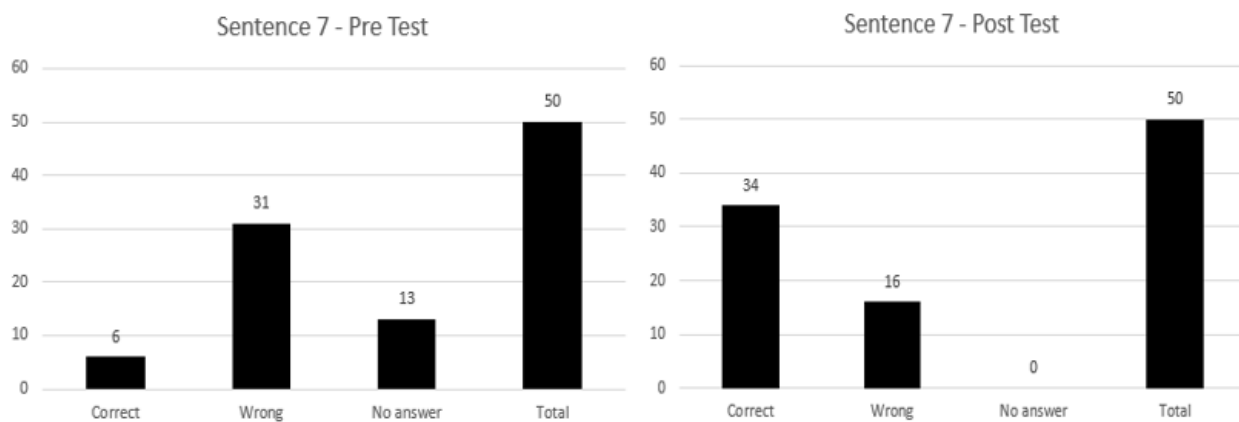
In the pre-test, out of 50 students who participated in the study, 11 of them completed the sentence correctly prior to using technology, whereas 44 of them were correct after the use of technology. 31 of the students were wrong before the use of technology, a number which was drastically reduced in the post-test, with only 5 of the sentences being wrong. 8 students chose not to answer in the pre-test, and 1 of them preferred not to complete the sentence after the use of technology.

This sentence, like the previous ones, illustrates the improvement of English when technology is integrated.



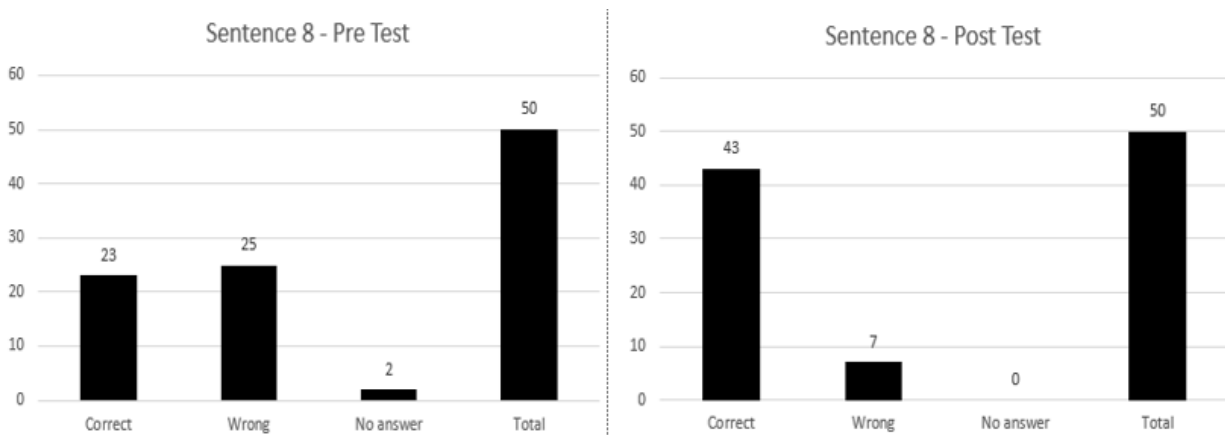
**Figure 18: Students' completion of sentence number 6 from the experiment.**

Regarding sentence number 6 from the pre-test, 43 students out of 50 completed it. 32 answers were wrong, 11 answers correct. A number of 7 students chose not to complete the sentence. The post-test showed an improvement in correctness, as 29 students completed the sentence correctly, while 21 of them were wrong. All 50 students completed the sentence. The results shown in table 18 indicate an increase in correctness after technology usage, although in comparison to some other sentences where the difference was gigantic, the gap was smaller.



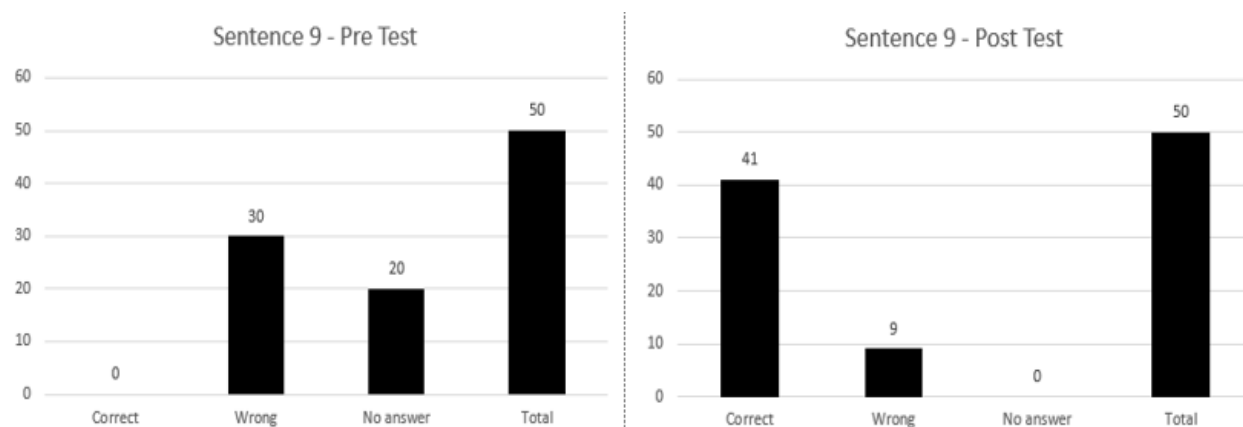
**Figure 19: Students' completion of sentence number 7 from the experiment.**

In the pre-test, out of 37 answers from 50 students who participated in the study, only 6 of them were correct regarding sentence number 7, with 31 of them being wrong. 13 students chose not to answer. On the other hand, the post-test produced a total of 50 answers with every student choosing to complete the sentence. 34 students completed the sentence correctly after the technology usage, while 16 of them completed it wrongly. In conclusion to the results shown in the above chart, this sentence confirms the increased number of correct answers in the post-test.



**Figure 20: Students' completion of sentence number 8 from the experiment.**

Regarding the eighth sentence from the experiment, the results show the highest number of correct answers from all of the other sentences prior to using technology. In the pre-test, the results were as follows: 48 students completed the sentence, 2 of them refused to. 23 of the students were correct, whereas 25 of them were wrong. However, even in this sentence, an increase of correct answers was noticed. Out of 50 students, all of them completed the sentence. Compared to 23 from the pre-test, the number of correct answers in the post-test was 43, with only 7 of them being wrong compared to the 25 from the pre-test.



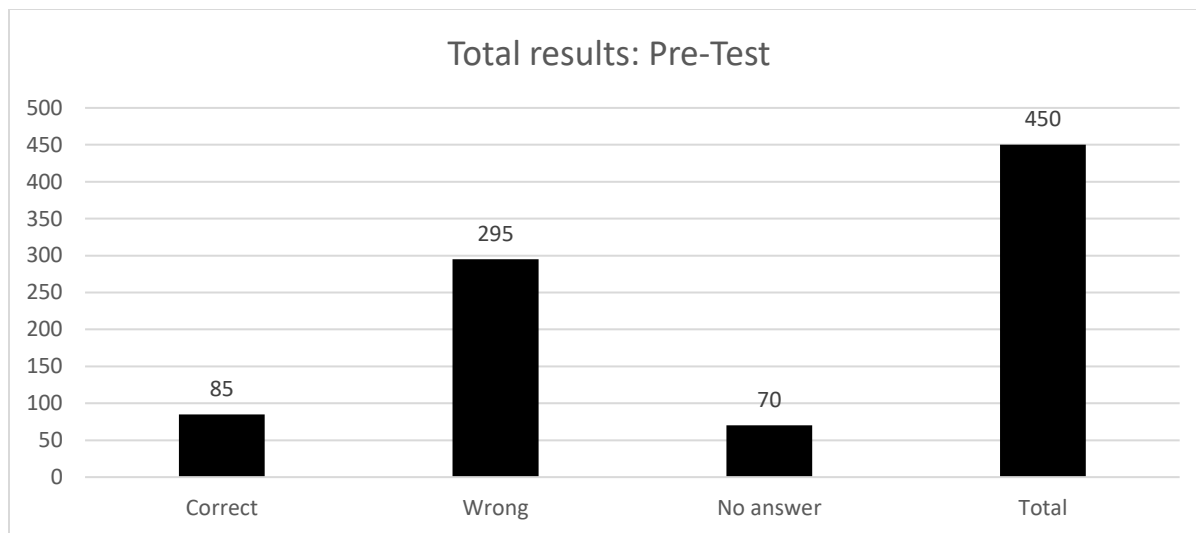
**Figure 21: Students' completion of sentence number 9 from the experiment.**

In regards to the last sentence from the questionnaire, prior to technology use, out of 50 students who participated in the study, no students answered correctly. 30 of the students completed the sentence wrongly, whereas 20 of the students chose not to answer at all.

The improvement of correctness in students' answers after using technology is prodigious in the last sentence of the experiment. In comparison to no correct answers from the pre-test, this question produced 41 in the post-test with only 9 of them being wrong, compared to 30 from the pre-test.

The last question of the experiment made no exception in increasing the performance of learners after using technology in English classes, by improving the correctness of the answers in general and correct answers in particular.

Since the ninth sentence was the last one in the experiment, the following chart shows the total number of correct and wrong answers in all of the questions from the pre-test:

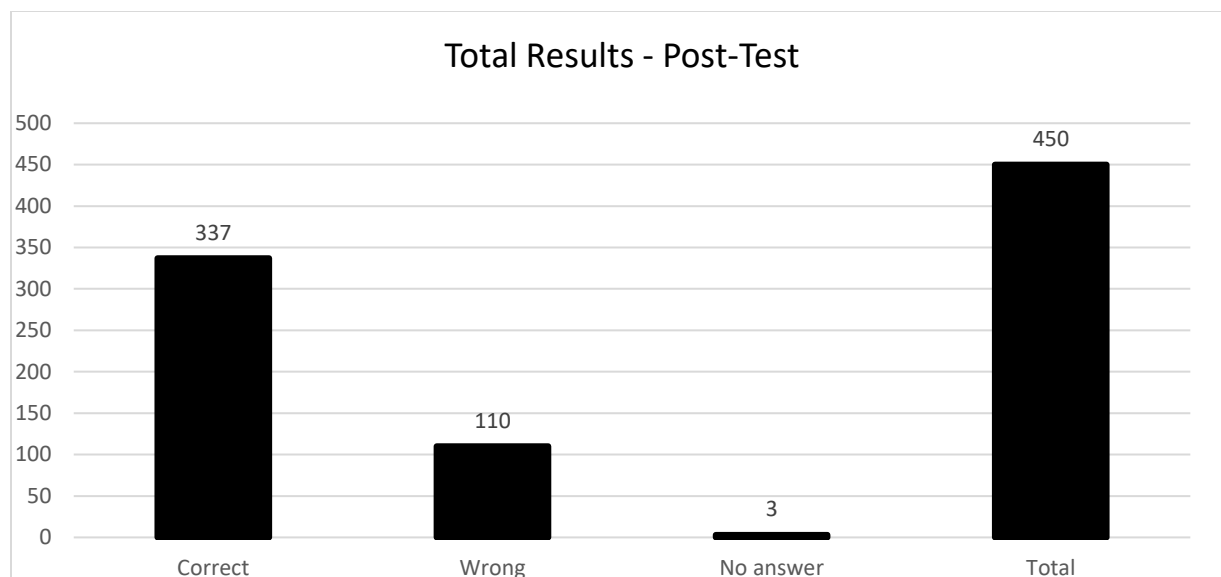


**Figure 22: Total results from the pre-test.**

The above chart gives an overview of the answers from the pre-test. A total of 450 answers were available for 50 students from rural parts of Vushtrri, aged 12-15 in an experiment which required them to complete nine sentences prior to using technology and being exposed to the target language.

Out of 450 answers, 85 were correct before the use of technology, while 295 of them were wrong. 70 sentences were left incomplete in the pre-test.

Concerning the pre-test, it can be argued that while some of the sentences were completed correctly, the results were not positive in general given that the number of wrong answers was superior. Also, it can be stated that prior to using technology, some of the questions confused some of the students, which led to a number of sentences being incomplete.



**Figure 23: Total results from the post-test**

Regarding the post-test, the above chart illustrates the number of students' answers in all of the questions. In total, 450 sentences were available to 50 students from the rural parts of Vushtrri, aged 12-15 years old.

In comparison to the pre-test which only managed to produce 85 of them, the post-test showed a major number of correct answers with 337. 110 of the sentences were completed wrongly, showing a drastic compared to the pre-test, 295. 3 sentences remained incomplete even after using technology, whereas the pre-test provided a number of 70.

In conclusion, as the results indicate, it can be argued that using technology showed a huge improvement in every aspect of the experiment. Besides raising the number of students who were willing to take part actively in the class by choosing to answer, the post-test also showed improvement in correct answers, thus proving the advantages of integrating technology inside English classes.

However, despite showing great results, technology use failed to deliver perfect results in any of the questions, showing that only focusing on technology, without a combinations of methods and techniques is incomplete.

### 4.3. Results from the teachers' questionnaire

The English language plays a huge role in the development of many professions today and the way the teachers teach it is crucial. Historically, teachers have used various methods and techniques to get the most out of the students' potential to learn it.

From traditional to modern, from teacher-centered to student-centered, from books to electronic devices, it can be argued that the development of technology has also revolutionized the schools in general, and English classes in particular. However, with the development of technology, English classes have changed. Teachers need to be up-to-date with the latest updates on technology given that the generations of students constantly change their way of thinking.

Besides the 50 students who took part in the study, answering questions from the questionnaire prepared for students and completing their assignment as the previous results showed, a questionnaire was also prepared for two English teachers from rural parts of Vushtrri.

The goal of the questionnaire was to find out the teachers' points of view, the opportunities that their working places offer, as well as their training. It consisted open-ended and close-ended questions, therefore the results deriving from it are qualitative.

The teachers' identity was coded with "T1" and "T2" to protect their anonymity. The questionnaires were distributed to the teachers electronically and contained a total of 12 questions. The following table illustrates the answers of the teachers to every question available in the questionnaire:

| <b>T = Teacher</b>  | <b>T1</b>  | <b>T2</b>  |
|---|--|--|
| <b>Questions</b>  | <b>Teachers' answers</b>                             |  |
| <i>What is the level of your skills on technology?</i>                                    | <i>Average</i>                                       | <i>Very Good</i>                                     |
| <i>Have you been part of any professional training on technology? If yes, which ones?</i> | <i>Yes. ECDL(European Computers Driving License)</i> | <i>Yes. ECDL(European Computers Driving License)</i> |
| <i>How often do you use technology in your classes?</i>                                   | <i>Sometimes</i>                                     | <i>Often</i>   |



|   |   |  |
|---|---|--|
| <i>Does technology usage improve the quality of English learning in your classes? If yes, which skills does it improve?</i> | <i>Yes. It improves their listening, speaking and writing skills.</i> | <i>Yes. Technology improves their speaking skills.</i>                                       |
| <i>Does the institution in which you work offer the necessary conditions for technology usage in English classes?</i>       | <i>Somewhat.</i>  | <i>Yes.</i>  |
| <i>How important is technology in improving your students' English?</i>   | <i>Very important.</i>  | <i>Averagely important.</i>  |
| <i>How much does technology offer equal opportunities for the students?</i>   | <i>Very much.</i>   | <i>Very much.</i>  |
| <i>Does technology make the students more independent?</i>  | <i>Yes, but they still need help.</i>                                 | <i>Yes, but they still need help.</i>  |
| <i>How much time do you need to prepare an English class with technology?</i>   | <i>1-2 hours.</i>   | <i>Less than an hour.</i>  |
| <i>How important is the role of videos in improving your students' English?</i>   | <i>Very important.</i>  | <i>Very important.</i>   |
| <i>If technology ever prevented your students from improving their English in a class, then why?</i>                        | <i>-The electricity went out.<br/>-Students got distracted.</i>       | <i>- Internet went off.<br/>- The electricity went out.<br/>- Devices failed to respond.</i> |
| <i>Do you think English lessons should be taught via technology?</i>  | <i>Technology usage should be combined with traditional methods.</i>  | <i>Technology usage should be combined with traditional methods.</i>                         |

**Table 1: The answers of teachers to the questionnaire.**

As the above table illustrates, the teachers answered 12 questions in the questionnaire prepared for them in order to understand their point of view towards implementing technology in their classrooms along with the positive and negative effects it has on English classes.

Regarding the first question which tried to investigate the level of knowledge that the teachers possess concerning technology, teachers had four options: *basic*, *average*, *very good* and *excellent*. T1 claimed to have *average* technology skills, whereas T2 answered the question with *very good*, thus indicating a possible difference in their respective classes when it comes to integrating technology to learn English.

The requirement in regards to being as knowledgeable as possible when it comes to technology is no exception to the other fields, it takes practice and training. The questionnaire asked the

teachers about the professional training they have been part of and both teachers answered with *ECDL (European Computers Driving License)*, which is a helping programme when it comes to using computers.

Technology usage is common in English classes, and according to the responses of teachers to the question: “*How often do you use technology in your classes?*”, rural parts in Vushtrri make no exception. Regarding said question, teachers had five alternatives to answer: *never, seldom, sometimes, often* and *always*. T1 answered the question with *sometimes*, whereas T2 with *often*. When the teachers’ answers to the first and third question are compared, it can be noticed that the frequency of using technology in their classes coincides with the level of their respective technology skills.

Both teachers answered positively when asked about the improvement of their students’ English when using technology. Specifically, T1 claimed that technology improves the quality of listening skills, speaking skills and writing skills, whereas T2 answered more reservedly, claiming technology improves speaking skills.

In order to be able to integrate technology inside English classes, schools need to be provided with the necessary equipment first. The integration of technology also requires internet connection in some cases. In regards to question: “*Does the institution in which you work offer the necessary conditions for technology usage in English classes?*”, T1 answered with *somewhat* and T2 answered with *yes*. In conclusion, this question provides mixed answers indicating a difference in conditions offered by respective schools.

Regarding the question: “*How important is technology in improving your students’ English?*”, T1 and T2 had three alternatives to answer: *not important, averagely important*, and *very important*. As the table shows, T1 answered with *very important*, while T2 answered with *averagely important*. Interpreting the results, it can be claimed that while the opinions of teachers differentiate in regards to the amount of importance the technology has in improving their students’ language skills, both of them claim technology to be helpful.

Concerning the question: “*How much does technology offer equal opportunities for the students?*”, both teachers answered the question with *very much*. In conclusion, it can be claimed

that technology, apart from being helpful to the students in rural parts of Vushtrri, offers equal opportunities for them when it comes to improving their English.

In the questionnaire, teachers were asked on whether the technology helps students become more independent at learning English, and both of them answered positively, but claimed that their students still need help from the teacher. This implicates a need for qualitative planning of classes in which the students are able to express themselves as well as communicate with their teachers regularly to achieve the targeted results.

Regarding the ninth question of the questionnaire, T1 claimed that the time needed to prepare a class in which technology is used is *1-2 hours*, whereas T2 claimed to prepare it in *less than an hour*. As the results from this question show, it takes longer for T1 to prepare a class using technology than it takes T2, and if these results are compared to the ones from the first question, it can be concluded that the better the technology skills are, the faster the class is prepared.

Videos offer the students exposure to visual and audio material, providing a very important combination when it comes to increasing fluency. Both teachers agreed so when answering the question: *“How important is the role of videos in improving your students’ English?”* with *very much*.

Considering the connectivity of youngsters with technology and the normalization of its usage in everyday life, it can be assumed that integrating it in classes can be considered to be an expected step. However, despite the previous results indicating an enormous help coming from technology implementation in English classes, there are ways in which technology prevents the students achieve their goals. When asked about the reasons why technology has ever prevented the L2 learning in their classes, teachers had the alternatives:

*-The electricity went out*

*-Students got distracted.*

*-Internet went off.*

*-Devices failed to respond*

*-Other*

As the table shows, both teachers claimed the electricity going out to be one of the reasons technology sometimes prevents their students from increasing their language skills. However, T1 also answered the question with: Students got distracted. T2 chose to name other reasons, like internet going off and devices not responding. In conclusion, the results to the penultimate question of the questionnaire show the imperfections of technology as well as the immense importance of planning the classes correctly.

In regards to the last question of the teachers' questionnaire: "*Do you think English lessons should be taught via technology?*", T1 and T2, despite not having the identical opinion on many of the answers, as well as not being equally skilled when it comes to technology, answered identically. Both of the teachers preferred a combined way of teaching English, by including technology, but also mixing it with traditional methods. Generally, the qualitative results derived from this questionnaire highlight the perspective of teachers towards the integration of technology in English classes, and the advantages and disadvantages of using to improve their students' fluency.

Additionally, as the results from the teachers' questionnaire indicate, one of the main concerns of the teachers is the dependability of technology. Therefore, it can be claimed that the teachers are motivated and willing to use technology in their English classes, although not entirely positive when it comes to its implementation, mostly due to the problems caused as a result of the socioeconomic problems. Problems with electricity, internet, etc. turn the usage of technology in these parts of Kosova into a challenge. Conclusively, the teachers' questionnaire showed their perspective on using technology in their English language classes, their readiness to use and implement it, as well as the struggles they face due to the reasons mentioned above.

Consequently, it can be argued that the teachers are willing to use technology in order to teach their students as well as possible, although they are reluctant to rely completely on in due to socioeconomic problems, hence the teachers' preference of combining the usage of technology with the traditional ways of teaching.

## **Chapter 5 – Conclusion, Limitations and Recommendations.**

### **5.1. Conclusion**

This study aimed to emphasize the importance of technology in the English language classes in rural parts of Vushtrri, pointing out the advantages and disadvantages, along with the benefits and obstacles it provides when it comes to improving the young learners' skills. The study pointed out the perspectives of the teachers and students, and also conducted an experiment that mirrored a clear view on how technology impacts language learning.

The findings of the research illustrated the immense role that technology plays in transmitting knowledge to youngsters from rural parts of Vushtrri given the fact that it is an enormous source of information. Moreover, the study proved the importance of technology in improving the interactivity in classes, increasing in quality, making English classes more flexible and interesting, avoiding the repetition of methods, as well as engaging critical thinking. However, despite the positives and advantages that technology brings in a classroom, the study also aimed to show the obstacles that the teachers and learners face when technology is used, the disadvantages it brings to the teachers if they are not trained properly and the distractions that technology causes to the students in particular situations.

Quantitative data obtained from the students' questionnaire showed the optimism of the learners of English from rural parts of Vushtrri towards technology and the integration of it in English classes, claiming it to have a major impact in their improvement. Quantitative data was also obtained from the experiment which consisted a pre technology use test as well as a post technology use test. The experiment proved technology to be very helpful in teaching students English, with the correctness of their answers drastically improving after the use of technology. Quantitative and qualitative data obtained from the teachers' questionnaire indicated a need for technology in English classes combined with traditional methods, given that despite the enormous role technology plays in improving the students' English, all the parties still needed time to adapt to technology being used all the time. By taking the fact that technology helps boosting the performance of students in English classes into consideration, it can be concluded that training teachers on how to properly use it and helping students become more and more independent improves the process of learning.

Moreover, the study concluded three hypotheses which were all proved and confirmed. Results from the experiment, questionnaire of the students, and the questionnaire of the teachers support the first hypothesis: *“Technology usage is a crucial way of transmitting the language knowledge in English classes because it provides the students and teachers with equal opportunities for English teaching and learning.”*

Technology is very important in transmitting knowledge. For it to offer equal opportunities for English teaching and learning, teachers and students need to have access to it. According to the Kosovo’s Agency of Statistics, (as cited in Tota, 2018), the majority of households in Kosovo use technology, relying on the fact that the penetration of internet is 88.8 %.

The experiment conducted with the students proved that technology is crucial in transmitting knowledge with the improvement in correctness that the post technology usage test showed in every sentence completed by the students. Before the technology usage, the results showed a 18.88 % correctness in answers from the students, whereas the results from the post test showed an immense increase with 74.88 % of the answers being correct. The questionnaire of the students indicated a preference of learning via technology as well as the equality in opportunities the technology offers. The majority of students claimed technology to facilitate the learning process and offer equal opportunities. The teachers were unanimous that technology offers equal opportunities for their students. The results obtained from their questionnaire also indicate a similar positive point of view when it comes to the pivotal role that technology plays in improving their students’ English.

The second hypothesis of the study: *“The quality of English learning in rural parts of Vushtrri improves when technology is integrated inside the classroom facilities”* was also confirmed. The results gathered from the experiment showed a drastic improvement in performance after the use of technology. Students from rural parts of Vushtrri find technology very helpful when it comes to learning English and the majority of them, exactly 70% claimed technology to increase the quality of learning in schools. The teachers had the same opinion about the improvement in quality of their students’ skills such as: listening, speaking and writing skills. According to Kern (2014), technology offers many opportunities, therefore the quality of learning becomes higher

due to the globalization and internet, which play a great role in expanding the ways in which the students can get exposed to new languages.

The third hypothesis: “*The usage of technology inside English classes may have a bad impact if the usage of it is not planned properly* “ was also confirmed. Although technology is crucial in improving the level of young learners’ English skills, increasing interactivity in classrooms, making classes more student-centered than teacher-centered, creating equal opportunities for learning, as well as making classes more interesting at most of the times, it can have a bad impact in some of the cases if the usage of it is not planned properly.

Technical errors appear to be very infuriating factors to the teachers according to Ban, Castañeda, (2009). Moreover, apart from having a relatively wide penetration of internet in Kosovo, the teachers and the students of rural parts in Vushtrri generally claimed that one of the obstacles they face at times is the electricity going out, indicating a need for a combination with traditional methods. The quantitative results obtained from the students’ questionnaire proved that if not planned properly, technology can have a bad impact in English classes. The study results showed that a photograph shown during the process of technology usage may distract the students from concentrating, thus indicating an increase in attention when it comes to planning classes, creating a disadvantageous situation in which concentration is reduced.

In conclusion, this study showed the undeniable importance of technology, the advantages that it brings in an English classroom and the pivotal role it plays in improving young students’ English. The study also showed the importance of technology in increasing the students’ creativity, making classes more interesting and interactive, as well as helping the students become more independent. Technology in English classes avoids the repetition of methods by making the classes more flexible due to various ways it can be used. Technology proved to increase the performance of students to certain tasks, as well as facilitate the process of transmitting knowledge. Therefore, teachers should aim to use technology in their English classes as much as possible and as qualitatively as possible taking into consideration the fact that it helps their students.

However, the study also emphasized some disadvantages of using technology to teach students from rural parts of Vushtrri. Therefore, prior to using technology in their classes, teachers and

students should plan them correctly in order to avoid the obstacles technology may cause in improving their English by combining it with traditional methods. Teachers should also be offered more training opportunities since the study proved that the lack of skills in technology increases the anxiety levels and reduces the amount of times that the teachers opt to use technology in their English classes.

## **5.2 Limitations**

Despite the fact that the objectives of the study have been reached and the hypotheses have been confirmed, the study faced its limitations.

One of the limitations of the study is the lack of particular analysis on MALL, specific apps that help students learn English easier, as well as the effect of online lectures, whether they are provided in person, or found in specific websites like YouTube, DailyMotion, TED talks, etc. Another limitation that the study faced is the lack of previous studies concentrated specifically in rural parts, which would help the study provide a clearer view on the impact it has on improving young learners' English who live in these areas. Although the students and the teachers preferred using technology in English classes, and the results proved that the quality of learning improves when technology is integrated, some of the results showed that there are occasions in which the students get distracted. Integrating technology is helpful, yet overusing it may turn out negatively. Thus, the study leaves doubts on the exact amount of time technology should be used, given the preference of the teachers to combine it with traditional methods.

The different language level by the students was another limitation that the study faced, being the reason a higher number of sentences from the pre-test were left unanswered. Moreover, the number of male and female students, despite being equal in general, differentiated by the age. The number of teachers was low, making it difficult to have a bigger variety of opinions, points of view, and information about how technology works in other rural parts of Vushtrri.



### 5.3 Recommendations

As the previously mentioned results indicate, technology helps the teachers and students in increasing the quality of their teaching and learning in general, and the English language in particular. Given the importance of technology in education, it is recommended that the curriculums encourage the usage of it. Teachers should be offered more training time to reduce their anxiety and schools should be equipped in order to provide equal opportunities for everyone.

Preparing classes in which technology is integrated requires time, therefore more training time means faster planning that encourages the teachers to use technology more when teaching, thus directly contributing in increasing the quality of English learning. It is also recommended to give more time for the students to complete their tasks, since the last sentence from the pre-test produced a low number of responses and inexistent correct ones. Considering the importance of online lectures, whether they are provided in-person or found in platforms like YouTube, it is recommended to analyze the advantages and disadvantages of them in English classes. It is also recommended to emphasize the importance of computer laboratories and language learning apps to provide a more complete analysis of the role that technology has in improving the young learners' English skills.

As technology proved to be crucial in English classes, a higher number of ICT (*Information and Communications Technology*) classes included in the national curriculums could prove to help both increase the quality and decrease the obstacles that prevent the students from improving their English. Since the performance of the students gets better when technology is integrated in their English classes, the teachers and professors of the languages should use technology as a way of transmitting knowledge, also taking into consideration the obvious preference of the students compared to traditional methods. It is also recommended to include as many teachers and students as possible when doing a research on technology in order to have a clear view on how it affects the learning process.

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## Appendix 1

| <i>Appendix</i>                           |        |     |            |            |            |            |            |            |            |            |            |
|---|--------|-----|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <i>The answers of students – PRE TEST</i> |        |     |            |            |            |            |            |            |            |            |            |
| Code                                      | Gender | Age | Sentence 1 | Sentence 2 | Sentence 3 | Sentence 4 | Sentence 5 | Sentence 6 | Sentence 7 | Sentence 8 | Sentence 9 |
| S1  | F      | 14  | Wrong      | Correct    | Correct    | No answer  | Wrong      | Wrong      | No answer  | Correct    | wrong      |
| S2  | F      | 14  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S3  | F      | 15  | Wrong      | Correct    | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S4  | F      | 12  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S5  | F      | 12  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S6  | F      | 12  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S7  | F      | 13  | Wrong      | Wrong      | No answer  | Wrong      | Correct    | Wrong      | Wrong      | Wrong      | Wrong      |
| S8  | F      | 12  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S9  | F      | 15  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Correct    | No answer  |
| S10                                       | F      | 13  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Correct    | Wrong      |
| S11                                       | F      | 13  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S12                                       | F      | 13  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | No answer  |
| S13                                       | F      | 14  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S14                                       | F      | 13  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S15                                       | M      | 13  | Wrong      | Correct    | Correct    | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S16                                       | M      | 12  | Wrong      | Wrong      | Wrong      | No answer  | No answer  | Wrong      | Wrong      | Wrong      | No answer  |
| S17                                       | M      | 14  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | No answer  | No answer  | Wrong      |
| S18                                       | M      | 13  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S19                                       | M      | 12  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S20                                       | M      | 13  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S21                                       | M      | 12  | Wrong      | Correct    | Correct    | Wrong      | Correct    | Correct    | Wrong      | Wrong      | Wrong      |
| S22                                       | M      | 13  | Wrong      | Correct    | Correct    | No answer  | Correct    | Correct    | No answer  | Correct    | Wrong      |
| S23                                       | M      | 14  | Wrong      | Correct    | Correct    | No answer  | Correct    | Correct    | Correct    | Correct    | Wrong      |
| S24                                       | M      | 13  | Wrong      | Wrong      | Wrong      | No answer  | No answer  | Wrong      | Wrong      | No answer  | Wrong      |
| S25                                       | F      | 12  | Wrong      | Correct    | Wrong      | No         | No         | No         | Correct    | Correct    | No answer  |

|     |   |    |           |           |           | <i>answer</i> | <i>answer</i> | <i>answer</i> |           |         |           |
|-----|---|----|-----------|-----------|-----------|---------------|---------------|---------------|-----------|---------|-----------|
| S26 | M | 13 | Wrong     | Correct   | Correct   | Wrong         | Correct       | Correct       | No answer | Correct | No answer |
| S27 | M | 13 | Wrong     | Correct   | Correct   | Wrong         | Correct       | Correct       | No answer | Correct | No answer |
| S28 | M | 13 | Wrong     | Correct   | Correct   | No answer     | Correct       | Correct       | No answer | Correct | No answer |
| S29 | M | 15 | Wrong     | Wrong     | Wrong     | No answer     | Wrong         | No answer     | No answer | Wrong   | No answer |
| S30 | M | 13 | Wrong     | Correct   | Correct   | No answer     | Correct       | Correct       | No answer | Correct | No answer |
| S31 | M | 12 | Wrong     | Wrong     | Wrong     | Wrong         | Correct       | Wrong         | No answer | Correct | No answer |
| S32 | M | 13 | Wrong     | Wrong     | Wrong     | Wrong         | Wrong         | Wrong         | No answer | Correct | No answer |
| S33 | M | 12 | Wrong     | Wrong     | Wrong     | Wrong         | Wrong         | Wrong         | Wrong     | Wrong   | Wrong     |
| S34 | M | 13 | Wrong     | Correct   | Correct   | No answer     | Correct       | Correct       | No answer | Correct | No answer |
| S35 | M | 12 | Wrong     | Correct   | Wrong     | Wrong         | No answer     | No answer     | Correct   | Correct | No answer |
| S36 | F | 14 | Wrong     | No answer | Correct   | Wrong         | No answer     | No answer     | No answer | Correct | No answer |
| S37 | M | 13 | Wrong     | Wrong     | Wrong     | Wrong         | Wrong         | Wrong         | Wrong     | Correct | Wrong     |
| S38 | M | 12 | Wrong     | Correct   | Wrong     | Wrong         | No answer     | No answer     | Correct   | Correct | No answer |
| S39 | M | 12 | Wrong     | Correct   | Wrong     | Wrong         | No answer     | No answer     | Correct   | Correct | No answer |
| S40 | M | 13 | Wrong     | Wrong     | Wrong     | No answer     | No answer     | No answer     | No answer | Wrong   | No answer |
| S41 | M | 13 | Correct   | Wrong     | Correct   | Wrong         | Wrong         | Wrong         | Correct   | Correct | Wrong     |
| S42 | F | 12 | Wrong     | Correct   | Wrong     | No answer     | Wrong         | Wrong         | Wrong     | Wrong   | Wrong     |
| S43 | F | 13 | Wrong     | Wrong     | Wrong     | Wrong         | Wrong         | Wrong         | Wrong     | Wrong   | Wrong     |
| S44 | F | 13 | Wrong     | Wrong     | Wrong     | Wrong         | Wrong         | Wrong         | Wrong     | Wrong   | Wrong     |
| S45 | F | 13 | Wrong     | Wrong     | Wrong     | Wrong         | Wrong         | Wrong         | Wrong     | Wrong   | Wrong     |
| S46 | F | 13 | Wrong     | Wrong     | Wrong     | Wrong         | Wrong         | Wrong         | Wrong     | Wrong   | Wrong     |
| S47 | F | 12 | No answer | Wrong     | Correct   | Wrong         | Wrong         | Wrong         | Wrong     | Wrong   | No answer |
| S48 | F | 13 | Wrong     | Wrong     | No answer | No answer     | Correct       | Correct       | Wrong     | Wrong   | Wrong     |
| S49 | F | 14 | Wrong     | Wrong     | No answer | Wrong         | Wrong         | Correct       | Wrong     | Wrong   | No answer |
| S50 | F | 13 | Wrong     | Correct   | Correct   | No answer     | Wrong         | Wrong         | Wrong     | Correct | Wrong     |

## Appendix 2

### Appendix

#### The answers of students – POST TEST

| Code | Gender | Age | Sentence 1 | Sentence 2 | Sentence 3 | Sentence 4 | Sentence 5 | Sentence 6 | Sentence 7 | Sentence 8 | Sentence 9 |
|------|--------|-----|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| S1   | F      | 14  | Correct    | Wrong      | Correct    | Correct    | Correct    | Correct    | Correct    | Wrong      | Wrong      |
| S2   | F      | 14  | Wrong      | Correct    | Correct    | Correct    | Correct    | Wrong      | Correct    | Correct    | Correct    |
| S3   | F      | 15  | Correct    | Wrong      | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    |
| S4   | F      | 12  | Wrong      | Correct    | Correct    | Correct    | Correct    | Wrong      | Correct    | Correct    | Correct    |
| S5   | F      | 12  | Wrong      | Correct    | Correct    | Wrong      | Correct    | Wrong      | Correct    | Correct    | Correct    |
| S6   | F      | 12  | Correct    | Wrong      | Correct    | Correct    | Correct    | Correct    | Correct    | Wrong      | Correct    |
| S7   | F      | 13  | Wrong      | Wrong      | Wrong      | Correct    | Correct    | Wrong      | Wrong      | Correct    | Correct    |
| S8   | F      | 12  | Correct    | Wrong      | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    |
| S9   | F      | 15  | Correct    | Wrong      | Correct    | Correct    | Correct    | Wrong      | Wrong      | Correct    | Correct    |
| S10  | F      | 13  | Correct    | Wrong      | Correct    | Correct    | Correct    | Correct    | Correct    | Wrong      | Correct    |
| S11  | F      | 13  | Correct    | Wrong      | Correct    | Correct    | Correct    | Correct    | Correct    | Wrong      | Correct    |
| S12  | F      | 13  | Wrong      | Correct    | Correct    | Correct    | Correct    | Wrong      | Wrong      | Correct    | Correct    |
| S13  | F      | 14  | Wrong      | Correct    | Correct    | Correct    | Correct    | Wrong      | Correct    | Correct    | Correct    |
| S14  | F      | 13  | Correct    | Wrong      | Correct    | Correct    | Correct    | Correct    | Correct    | Wrong      | Correct    |
| S15  | M      | 13  | Wrong      | Correct    | Correct    | Correct    | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      |
| S16  | M      | 12  | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    |
| S17  | M      | 14  | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    |
| S18  | M      | 13  | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    |
| S19  | M      | 12  | Correct    | Wrong      | Correct    | Correct    | Correct    | Wrong      | Wrong      | Correct    | Correct    |
| S20  | M      | 13  | Correct    | Correct    | Correct    | Correct    | Correct    | Wrong      | Wrong      | Correct    | Correct    |
| S21  | M      | 12  | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Wrong      | Correct    | Wrong      |
| S22  | M      | 13  | Correct    | Wrong      | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Wrong      |
| S23  | M      | 14  | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    | Correct    |
| S24  | M      | 13  | Wrong      | Wrong      | Wrong      | Correct    | Correct    | Wrong      | Wrong      | Correct    | Correct    |

|     |   |    |              |         |         |              |              |         |         |         |         |
|-----|---|----|--------------|---------|---------|--------------|--------------|---------|---------|---------|---------|
| S25 | F | 12 | Correct      | Wrong   | Correct | Correct      | Correct      | Correct | Correct | Correct | Wrong   |
| S26 | M | 13 | Wrong        | Correct | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S27 | M | 13 | Correct      | Wrong   | Correct | Correct      | Correct      | Wrong   | Wrong   | Correct | Wrong   |
| S28 | M | 13 | Correct      | Wrong   | Correct | Wrong        | Correct      | Wrong   | Wrong   | Correct | Wrong   |
| S29 | M | 15 | Wrong        | Correct | Correct | Correct      | Wrong        | Wrong   | Wrong   | Correct | Correct |
| S30 | M | 13 | Correct      | Correct | Correct | Wrong        | Correct      | Correct | Correct | Correct | Correct |
| S31 | M | 12 | Correct      | Correct | Correct | Wrong        | Wrong        | Correct | Correct | Correct | Correct |
| S32 | M | 13 | Wrong        | Wrong   | Correct | Correct      | Correct      | Wrong   | Wrong   | Correct | Wrong   |
| S33 | M | 12 | Correct      | Wrong   | Correct | Wrong        | Correct      | Correct | Correct | Correct | Correct |
| S34 | M | 13 | Correct      | Correct | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S35 | M | 12 | Wrong        | Correct | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S36 | F | 14 | Correct      | Correct | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S37 | M | 13 | Correct      | Correct | Correct | Correct      | Correct      | Wrong   | Wrong   | Correct | Correct |
| S38 | M | 12 | Wrong        | Correct | Wrong   | No<br>answer | No<br>answer | Correct | Correct | Correct | Wrong   |
| S39 | M | 12 | Correct      | Correct | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S40 | M | 13 | Correct      | Correct | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S41 | M | 13 | No<br>answer | Correct | Correct | Correct      | Wrong        | Wrong   | Wrong   | Correct | Correct |
| S42 | F | 12 | Correct      | Wrong   | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S43 | F | 13 | Wrong        | Wrong   | Wrong   | Correct      | Correct      | Correct | Wrong   | Correct | Correct |
| S44 | F | 13 | Wrong        | Correct | Correct | Correct      | Correct      | Wrong   | Correct | Correct | Correct |
| S45 | F | 13 | Correct      | Wrong   | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S46 | F | 13 | Correct      | Wrong   | Correct | Correct      | Correct      | Correct | Correct | Wrong   | Correct |
| S47 | F | 12 | Wrong        | Correct | Correct | Correct      | Correct      | Wrong   | Wrong   | Correct | Correct |
| S48 | F | 13 | Correct      | Wrong   | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S49 | F | 14 | Correct      | Correct | Correct | Correct      | Correct      | Correct | Correct | Correct | Correct |
| S50 | F | 13 | Wrong        | Correct | Correct | Correct      | Correct      | Wrong   | Correct | Correct | Correct |

## Appendix 3

### Questionnaire for students

This survey aims to collect data concerning the advantages and disadvantages that technology usage has in improving the English of students from rural parts of Vushtrri. The results of this study will only be used for academic purposes.

*Please answer the questions below!*

.....

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

**1. How often does technology get used in your English classes?,**

a) always      b) often      c) sometimes      d) seldom      e) never

**2. Does technology use facilitate the process of English learning?**

a) Yes      b) No

**3. How much does the use of technology in English classes offer equal opportunities for everyone?**

a) Not at all  
b) Somewhat  
c) Very much

**4. Does the quality of learning improve with the integration of technology in English classes?**

a) Yes      b) No



**5. Which is the best way to learn English through technology?**

- a) Presentations (Powerpoint, Prezi, etc);
- b) Learning through videos;
- c) Other

**6. Do you use social media?**

- a) Yes          b) No

**7. How helpful is social media in improving your English?**

- a) very helpful
- b) helpful
- c) not helpful
- d) harmful

**8. What is the biggest influence of social media in improving your English?**

- a) it helps in improving writing skills
- b) it helps in improving listening skills
- c) it helps in improving speaking skills
- d) it helps in improving grammar

**9. If technology ever prevented you from improving your English in a class, then why?**

- a) the electricity went out;
- b) a photograph distracted the students;
- c) the use of technology was planned badly;
- d) other

.....

Thank you for your answers and contribution to this study.

## Appendix 4

### Questionnaire for English teachers

This survey aims to collect data concerning the advantages and disadvantages that technology usage has in improving the English of students from rural parts of Vushtrri. The results of this study will only be used for academic purposes.

*Please answer the questions below!*

.....

**1. What is the level of your skills on technology?**

- a) basic*
- b) average*
- c) very good*
- d) excellent*

**2. Have you been part of any professional training on technology? If yes, which ones?**

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**3. How often do you use technology in your classes?**

- a) never b) seldom c) sometimes d) often e) always*

**4. Does technology usage improve the quality of English learning in your classes? If yes, which skills does it improve?**

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**5. Does the institution in which you work offer the necessary conditions for technology usage in English classes?**

- a) Yes      b) Somewhat      c) No

**6. How important is technology in improving your students' English?**

- a) not important  
b) averagely important  
c) very important

**7. How much does technology offer equal opportunities for the students?**

- a) not at all  
b) somewhat  
c) very much

**8. Does technology usage make students more independent?**

- a) Yes, it makes them completely independent  
b) Yes, but they still need help from the teachers  
c) No, it fails to make students independent

**9. How much time do you need to prepare an English class with technology?**

- a) less than an hour  
b) 1-2 hours  
c) 2-4 hours  
d) other (specify): \_\_\_\_\_

**10. How important is the role of videos in improving your students' English?**

- a) not important
- b) averagely important
- c) very important

**11. If technology ever prevented your students from improving their English in a class, then why?**

- a) The electricity went out.
- b) Students got distracted.
- c) Internet went off.
- d) Devices failed to respond.
- e) Other (specify)

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**12. Do you think English lessons should be taught via technology?**

- a) Yes, all English lessons should be taught with technology.
- b) Technology usage should be combined with traditional methods.
- c) No, technology should not be used in English classes.

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Thank you for your answers and contribution to this study.