

SOUTH EAST EUROPEAN UNIVERSITY

FACULTY OF LANGUAGES, CULTURES AND COMMUNICATION



POST GRADUATE STUDIES – SECOND CYCLE

Topic: Advantages and Disadvantages of Using Technology Tools in the
ELT Classroom: A Case Study with Pupils of the Primary School in Vitia
and a Private Language School in Kumanova

CANDIDATE:
ANITA FRANGI

MENTOR:
PROF. DR. BRIKENA XHAFERI

Tetove, 2022

Statutory declaration

I, Anita Frangi, declare that this thesis is my original work, written on my own, only if it is referenced otherwise. It has not been used others' work without the acknowledgement in this thesis. All references quoted on this MA Thesis, and all sources of information, including graphs and data sets, are acknowledged.

Date: January 2022

Signature: Anita Frangi

Acknowledgement

I would like to express endless thanks to my dear professor and my supervisor Prof.Dr. Brikena Xhaferi for her continues help, especially her patience while writing this Master Thesis.

Besides her, endless thanks goes to my beloved family, especially my husband for their continuous support and encouragement they offered to me.

Lastly, I would express my thankfulness to all of the participants, who gave a contribution in finishing it.

Abstract

Language teaching and learning is a wide area of study. One of the topics, that nowadays needs to be studied and is considered important in the field of language teaching, is the use of technology. Hereby, this MA Thesis focuses in the use of modern methods, particularly in the use of technology tools such as Kahoot and Quizlet in English language classes as technology is being used as an incomparable aid to teaching.

In order to make the classes effective and practical, it is important for the teacher to use different methods, tools, materials, and internet devices while lecturing a particular language class. The application of technology in ELT Classrooms serves in engaging better pupils in the classes.

Another goal of the research is to explore the advantages and disadvantages of using Kahoot and Quizlet and support those tools offer in making classes easier and understandable. The instruments used in the research are questionnaires, interview and observation.

The results of the study are compared between two schools, a public Primary school of the municipality of Vitia “Dëshmorët e Vitisë” where during English classes technology tools are used on the average or not at all; and a private language school “English for life”, in Kumanova, that mostly works with modern methods.

The results of the study indicate that pupils engaged in language learning through technology, respectively through Kahoot and Quizlet, have shown better and more satisfying results in language learning process.

Key words: Education, Technology tools, English language class

Abstrakti

Mësimdhënia dhe mësimi i gjuhës është një fushë e gjerë studimi. Një nga temat, që në ditët e sotme ka nevojë të studiohet dhe konsiderohet e rëndësishme në fushën e mësimdhënies së gjuhës, është përdorimi i teknologjisë. Në këtë mënyrë, kjo temë master fokusohet në përdorimin e metodave moderne, veçanërisht në përdorimin e mjeteve teknologjike si Kahoot dhe Quizlet në orët e gjuhës angleze pasi teknologjia po përdoret si një ndihmë e pakrahasueshme në mësimdhënie.

Për t'i bërë klasat efektive dhe praktike, është e rëndësishme që mësuesi të përdorë metoda, mjete, materiale dhe pajisje të ndryshme interneti gjatë ligjërimit të një ore të caktuar gjuhësore. Aplikimi i teknologjisë në klasat ELT shërben për angazhimin e nxënësve më të mirë në klasa.

Një qëllim tjetër i hulumtimit është të eksplorojë avantazhet dhe disavantazhet e përdorimit të Kahoot dhe Quizlet dhe të mbështesë ato mjete që ofrojnë për t'i bërë klasat më të lehta dhe të kuptueshme. Instrumentet e përdorura në hulumtim janë pyetësorët, intervista dhe vëzhgimi.

Rezultatet e studimit janë krahasuar mes dy shkollave, një shkollë fillore publike e komunës së Vitisë “Dëshmorët e Vitisë” ku gjatë orëve të mësimi të anglishtes përdoren mjetet teknologjike mesatarisht ose aspak; dhe një shkollë private gjuhësore “Anglisht për jetë”, në Kumanovë, e cila kryesisht punon me metoda moderne.

Rezultatet e studimit tregojnë se nxënësit e angazhuar në mësimin e gjuhës përmes teknologjisë, përkatësisht përmes Kahoot dhe Quizlet, kanë treguar rezultate më të mira dhe më të kënaqshme në procesin e mësimi të gjuhës.

Fjalët kyçe: Arsim, Mjete Teknologjike, Orë e gjuhës angleze

**Advantages and Disadvantages of Using Technology Tools in the ELT Classroom: A Case Study
with Pupils of the Primary School in Vitia and a Private Language School in Kumanova**

**Përparsitë dhe të metat e përdorimit të teknologjisë në mësimin e gjuhës angleze: Një studim
rasti me nxënësitë e shkollës fillore në Viti dhe shkollës private në Kumanovë**

**Предности и недостатоци од користење на технолошки алатки во учење на англиски
јазик: Студија на случај во основно училиште во Витиа и приватно училиште во Куманово**

List of tables

Table.1. Pupils' questionnaire.....	14-15
Table.2. Teachers' questionnaire.....	15-16
Table.3. Teachers' interview.....	18

List of graphs

Fig.1. Features of Quizlet website and mobile App.....	8
Fig.2 Age of the pupils.....	20
Fig.3. Gender of the pupils.....	21
Fig. 4&5. The use of technology tools in the classroom.....	21
Fig. 6&7. Pupils motivation when using online quizzes or tasks.....	22
Fig. 8&9. Technology tools that are used in class.....	23
Fig. 10&11. Application of Kahoot and Quizlet in class.....	24
Fig. 12&13. Application of Kaloot in class.....	25
Fig. 14&15 Application of Quizlet in learning new vocabulary items.....	26
Fig. 16&17. Acquiring vocabulary items easier by using Quizlet.....	27
Fig. 18&19. Using online tasks and quizzes.....	28
Fig. 20&21. Pupils motivational tasks	29
Fig. 22. Age of the teachers.....	31
Fig. 23. Gender of the teachers.....	32
Fig. 24&25. The impact of technology in teaching	32
Fig. 26&27. Application of technology on improving teaching skills.....	33

Fig. 28&29. Application of technology tools in class.....	34
Fig. 30&31. Effects of using technology tools in class.....	35
Fig.32&33. Application of online quizzes in class.....	36
Fig. 34&35. Rate of Kahoot in class.....	36
Fig. 36&37. Effectiveness of mixing methods	37
Fig. 38&39. Application of Quizlet in learning new vocabulary.....	38
Fig. 40&41. Effects of learning new vocabulary by Quizlet.....	39

Table of Contents

Statutory Declaration.....	II
Acknowledgments.....	III
Abstract.....	IV
Abstrakti.....	V
Working Title Thesis.....	VI
List of Tables.....	VII
List of Graphs.....	VII-VIII
Table of contents.....	IX-XI
Chapter I	
Introduction.....	1-2
1.1 Structure of the thesis.....	2
1.2 Research questions.....	3
1.3 Importance of the thesis.....	3
Chapter II	
Literature Review.....	4-10
Introduction.....	4-5
2.1 The importance of integrating technology in classroom.....	5-6
2.2 Quizlet history and development.....	7-8
2.3 Kahoot history and development.....	9-10

Chapter III

METHODOLOGY.....	11-19
3.1 General objectives.....	11
3.2 Specific objectives.....	11
3.3 Research Hypothesis.....	12
3.4 Research methods.....	12
3.5 Instruments.....	12-21
3.5.1 Questionnaires.....	12-16
3.5.2 Interviews.....	17-18
3.5.3 Observations.....	18-19

CHAPTER IV

STUDY RESULTS AND DISCUSSIONS	20
4.1 Results and discussion from pupils' questionnaire.....	20-30
4.2 Results and discussion from teachers' questionnaire.....	31-40
4.3 Interview results.....	40-44
4.4 Observation (1).....	44-45
4.5 Observation (2).....	45-46
4.6 Observation (3).....	46-47
4.7 Observation (4).....	47

Chapter V

5.1 Conclusion.....	48-49
---------------------	-------

5.2 Limitations of the study.....49

5.3 Recommendations.....50

Bibliography.....51-53

Appendix (1)54-55

Appendix (2).....56-57

Appendix (3).....58

CHAPTER I

1.1 Introduction

Education is the key in forming people's personalities and in expanding their knowledge in particular fields. Teachers are a model on how a person should behave at first, then a good teacher offers a safe and comfortable environment regardless students ethnicity, gender or age. A teacher gives the chance to express their thoughts or ideas. Students must be encouraged to learn by making the lesson interactive in which students will be interested in searching more information.

Teaching a language is a big deal, and technology nowadays is giving undoubtedly the update of old methods that have been used for a long time, by offering an easier way to teachers to labor their lessons by using different tasks, activities, quizzes or games that tools offer in the internet applications, through them teachers increase the interaction, attention and interest to students. It also helps students in finding information easier and wider than in books. Teachers should use all the ways possible in order to bring a motivating learning atmosphere in their classes and it can easily be done by combining traditional methods with modern ones. Using books, reading, taking notes in the notebooks will always be necessary for pupils, but using the same routines in each class, of course will get boring for teachers and pupils as well, especially for pupils who will ask for changing that routine in a way to be more engaging and more motivated from those classes.

Teacher should combine the methods by using modern and useful methods, such as Quizlet and Kahoot: this was the main objective of this MA research paper. According to the study, by using those tools the teaching gets more productive and attractive as well, this helps teachers doing online quizzes by Quizlet and Kahoot, to make questions that are attractive by using different images, photos or short videos that make the quiz enjoyable for pupils and the lesson are easily comprehensible as well.

“Quizlet is digital pop-quiz database. It features more than 300 million study sets, each one being like a deck of flashcards. It is also interactive with the ability to create your own study set, or clone and edit others” (Edwards L. 2021)

“Kahoot is a free game-based learning platform. Creators create and display questions on the screen, and students answer them with the help of a smartphone, tablet or a computer.”(Kaur M, 2021).

These two before mentioned teaching tools that this study focused on, offer us different ways in teaching English language, through flashcards, tests that teach spelling to the pupils, or create vocabulary lists, create quizzes where you can make questions with different alternatives of answers on it, where the creator can choose the correct answer and the Kahoot itself will analyze the scores.

1.2 Structure of the thesis

This MA Thesis comprises of five main chapters that are divided as follow: Introduction, Literature review, Methodology, Results and Discussion, and the last one Conclusion.

In the first chapter there is an introduction of the topic and a brief explanation of how important is the inclusion of technology tools in EFL Classroom.

In the second chapter, the Literature review, this the analysis the previous theories and other materials that support the topic.

Chapter three presents the methods that have been used to do this research, the participants on the research, hypotheses, research questions and instruments that have been used.

In chapter four are shown the results from the questionnaires, also the responses from the oral interview and the results from class observation that are discussed and analyzed.

The last chapter gives a conclusion of the entire research which shows the most useful benefits by using Kahoot and Quizlet in EFL classes.

1.3 Research questions

Throughout this MA Thesis the following questions are addressed:

- 1. What are the main differences between schools that use and those that do not use technology tools in ELT classroom?*
- 2. Is the school staff trained in using technology tools appropriately?*
- 3. Which methods motivate students more, traditional, modern, or a mixture?*
- 4. Why is necessary to use technology in the ELT Classroom?*

1.4 Importance of the thesis

The investigation of this topic helps us reveal how much teachers and language learner's benefit by using technology tools or internet applications when teaching English as a second language. It is mainly helpful to teachers who apply only traditional methods, and if they apply the mixed methods by using technology, internet programs, devices, and other online materials, the teaching process will be fairly facilitated and more motivational.

Also, while using technology tools, helps pupils engage better; it makes them interact in an easier way with the topic being taught in school, and helps them in memorizing better.

As today world is facing with a pandemic disease COVID-19, and in order to stay safe schools and almost all the companies had to organize their work from homes. So teaching also is being held online. This situation made many teachers and pupils face hard difficulties because the lack of knowledge in using technology equipment and technology tools. During that time all the teaching and learning processes had to be developed online. This showed that teachers were not enough prepared for it; at the beginning they faced difficulties in engaging pupils in the lessons because of the very little trainings and knowledge in this area. Therefore, the main objective is to express the advantages of using technology in schools and particularly in EFL classes.

This study also shows whether teachers and pupils prefer using technology in schools, and also their ability and knowledge to use it properly; it shows teacher's ability to master with technology tools such as Kahoot and Quizlet that are the key objectives of this paper.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Nowadays we are living in a world of technology where the kids are growing up being accompanied by their computers, laptops, tablets and cell phones, they are using them all day for learning purposes, different games, different educational quizzes and so on, but technology is part of each child around the world.

According to an article by Wantulok (2015), if students want to be in step with time, in post-secondary education and also in business field, they should be friendly with technology, which is an essential key in learning and working processes nowadays. Another reason is that students can search for many different information outside the books and wider than in books. Teachers on the other hand can bring to the class different creative activities or tasks that will make lessons funny and meaningful, it also may help students to collaborate with each other through various technology applications. (Wantulok, T, 2015)

Technology has offered an easier way to assess students by online testing, one of such tools is Kahoot quiz, it offers an immediate assess of the task. As technology changes very fast, kids are the first learners that are able to follow technological inventions.

In this way, we understand the necessity of using technology in schools, as students are being offered many online tools and by being taught only with face-to-face teaching seems to be boring, they want to be engaged better via new methods by including videos, quizzes, tasks and so on. So depending on student's needs teachers are asking to be trained on using technology tools.

Hereby, such tools help teachers to elaborate the topic in different and interesting ways, by using applications that are suitable for a particular lesson; they can use flashcards, videos, quizzes and many tasks that engage the students with the topic. It may also help them to find extra materials to accompany the lesson being taught that is not possible to find them

in books. On the other hand students can be more interested and more engaged while they use technology apps in finding materials or information necessary to their lessons, they can collaborate with their collages in elaborating more their knowledge, and take part in discussions because they already have an easier way gain the particular material.

What is more, vocabulary acquisition is a basic constituent of a second or foreign language (Beglar&Hunt, 2005). When starting to learn new language is always important to learn new words and their meaning, because as much as you rich your vocabulary with new words you will be able to speak the foreign language properly. So nowadays have been invented different methods to make learning process easier, one of them is Quizlet.

2.1 The importance of integrating technology in classroom

It is quite difficult to engage pupils in the learning process, because they may face different problems and educators should find the most efficient methods while lecturing in a class. If the pupils are engaged in the learning process then they can achieve better results in English learning classes.

To make the class more interactive, the educators can use various ways that make it attractive and increase pupils' interest to search more about the topic.

As now is the age of digitalization, engaging pupils by using technology, should be a priority. They should take the advantage of technology without considering it a distraction, but to raise the willingness to learn. Also the educator should be as clear as possible in order to give understandable instruction and information.

According to Heidi Hayes Jacobs, there are 8 ways to increase students' engagement:

- Submit assignments as blogs, by this we understand that presenting the assignments in forms of blogs helps author and reader as well, because the author can express its ideas or thoughts whereas the reader achieves some new information from them. Blogs are articles that can be written online and their content is less than 3000 words.

- Submit assignments as podcasts or videos, regarding this way, students can do their assignments in preparing exams by having the opportunity watching them in any time they need.

-Work with a classroom on the other side of the world, by this we understand that is easier to talk for some countries by offering them the chance to communicate to someone that belongs to that place. Internet gives us the chance to talk to everyone around the world at any time. So, when trying to demonstrate the culture is more efficient if we can communicate to someone which will show their culture by themselves.

- Gamify skills like problem- solving. Making a competition for your students is a very effective way because when you make a reward such is for example a high grade, students feel more motivated and it encourages them to work harder.

- Create infographics to explain complicated topics. Infographics are some programs used as visual representatives of information. They can be used to present some kinds of data or they can be used to make a comparison between statistics of population in geography.

- Record and playback reading. This seemed to be the best way to be informed for our reading skills and to hear the misspelling of the words that we are not aware of. So it can be done by recording ourselves while reading and then listening it back.

- Interactive attendance. Maybe by taking attendance each class might seem boring and time-consuming but it will be efficient if students will be present in the classes. Educators can make a picture of the first class in order to show that the presence of each student is important.

- Conduct an online class. Online teaching, nowadays is taking an important part in education, educators can organize online classes where students can access easily to information online. They can use different online tools or programs to make the class attractive and to engage students successfully in the teaching process. (Jacobs, 2021).

2.2 Quizlet history and development

Quizlet is a tool that for the first time was founded by Andrew Southerland in 2005, he used Quizlet as a tool to aid him in his French class for memorization purposes. Quizlet is an American company who takes care for creating and designing tools that can be used for studying and learning.” The very first products of Quizlet are flash cards, matching games, practice electronic assessment and live quizzes as Kahoot.” (Quizlet, 2022)

Quizlet for the first time appeared on national TV on April 2005 and for two years it received 1.000.000th registered users. In 2011, Quizlet gave the opportunity to listen the content by using text-to-speech . In 2012 it made an app for iphone and ipad and later on for Android devices. During the Pandemic disease Covid-19, Glotzbach informed that he was opening Quizlet’s premium service, Quizlet Teacher, available for all teachers that already are registered and have accounts.

On Quizlet you can use eight different ways to study and five of them are modes and three activities and audios” (Quizlet, 2022). You can search study sets or make your own and share them with classmates, students and friends. It seemed to be an efficient method in engaging students. There are five study modes:

Learn mode – it will help if you make questions harder gradually, and students will be known before with this way of learning.

Write mode – You can respond to the questions by writing them, even though you may skip any question you can respond later.

Spell mode- You can listen to words, sentences and definitions and then you can practice them in the writing form, by which you can learn a new language or practice your own language.

Test mode- This mode helps to make a test for yourself with different types of questions and assess your knowledge.

There are three activities:

Match- You can set up the clock and then race to say definitions as fast as possible.

Gravity - You can use a game where the asteroids are hitting your planet and you should type responses quickly to make asteroids fall.

Classic Quizlet Live- This is a game where teacher can challenge their student, you can work in team to make definitions' order properly.

Checkpoint- This way helps teachers to do funny assessments to see what students are achieving and to see in what part is necessary to be more focused.

Quizlet is the most useful flashcards tool, which can be used by teachers and students as well. It can be used as a tool on Pc or it is also offered as a free mobile app for mobile phones such as Apple- IOS or Google Android (Dizon, G, p. 43-44).

According to Dizon: Quizlet offers us many different ways to learn new vocabulary as we can see in the table presented below:

“

Feature	Website	Mobile App
Word lists	+	+
Flashcards	+	+
Speller	+	+
Learn	+	+
Test	+	
Scatter game	+	+
Gravity game	+	

Fig 1. Features of Quizlet website and mobile App (Dizon, p. 43-44).

In this table are shown the variety of ways that Quizzlet gives us to learn new vocabulary, website gives us to more options that cannot be reached in mobile Apps.

2.3 History of Kahoot and development

Kahoot for the first time was established in 2012. In the beginning, it started as a project by Morten Versvid, John Brand and Jammie Brooker in collaboration with the University of Science and Technology headed or directed by Professor Alf Inge Wang and the entrepreneur Asmund Furuseth who was joined later to them. Kahoot for the first time had been launched in 2013. Firstly it was made only for private beta and then later in September, it was made ready for the public. After that time it had a very large spread.

The company firstly was build based on learning purposes where the main address of it, were classrooms as a game-based tool. But then it became popular and spread at other branches such as business trainings, at different events in culture and sports, where can be used individually or in a team (Kahoot, 2022).

There are some advantages and disadvantages of using Kahoot as a learning tool. Hodson (2017) pointed out some advantages based on his experience while applying Kahoot in his classes: the opportunity of the teachers to utilize Kahoot in their classes depending on their needs; different branches or sections of study; another important pro of using Kahoot is that pupils love it without being dependent on the age of pupils; Kahoot is wanted from middle- schools as well; They even ask to apply again Kahoot quizzes as they find it funny and motivational.

By this we understand that integrating technology in education or classroom is very useful. As a last pro mentioned by Hodson is that Kahoot marks wrong responses and leads teachers to review the missed concepts of the students' responses.

He also pointed out some disadvantages as well: as con, he mentioned the limited options to response the questions as: yes/no. true/false and multiple choice responses. Lastly was offered a game called Jumble, which is a challenge for pupils to order the answers in the correct form. And as a last con, because as fast as the pupils answer the questions, will gain more points but it can make pupils miss the main concept (Hodson L. 2017).

Kahoot features:

Create: On this feature, teachers can create a game related to learning in only a few minutes, by writing your questions or by mixing them with the questions that already existed in Kahoot. You can also convert others existed Kahoots, and utilize them to make a quiz with your pupils.

Host live: By this, teachers can offer Kahoot quizzes live in their classes and make a virtual connection of the pupils. Questions and responses are shown on your device and on pupils' devices too, where they can choose the suitable answers.

Assign a Kahoot: On this feature, when questions and responses are shown on pupils' screens, teacher can turn off the timer. It can be applied for learning in distance, for review or for pupils' formative assessment in their classes.

Share: Teachers can share their Kahoots to make pupils engaged after class. They can also organize different topics and share it to their colleagues (Kahoot, 2022).

It undoubtedly gives us the chance to be more informed for the opportunities that Kahoot can offer to the teachers and for the help it gives to organize their lessons, to make them meaningful, enjoyable and memorable. Technology has proven to offer a strong aid in assisting teachers to increase the interaction of students, their motivation and it helps to lead students participate easier in the lesson (Enriquez, 2010).

According to Gee (2003), video-games are well-designed are learning tools that serve in increasing students motivation. New words or new vocabulary items are the most important part of learning a second language. Because of the many different meanings that words in English language have, it is a quite difficult for pupils all the new words that are planned to be learnt in classes (Carrier, 2012). Finally, while acquiring new vocabulary items, pupils should be able to practice them when communicating (Mirzaei, 2016).

In conclusion, to write for technology is a wide topic, but as previously mentioned this research is focused more in using technology tools while teaching & learning a language and their advantages. In this chapter were given the opinions and writings related to the topic that supports the objectives of the study.

CHAPTER III

METHODOLOGY

3.1 General objective

The purpose of this research is to raise awareness among learners and teachers on using technology tools in ELT classrooms and their advantages and disadvantages. By using computers, laptops, tablets, internet devices, applications and different programs help teachers achieve their goals in teaching process, pupils are easily and better engaged, and which develops a productive learning process with successful outcomes.

There are numerable programs, activities and games to make lessons more comprehensible and easily memorable, so as teachers we should be able to master with each step of invention in the technology that makes pupils feel confidential while learning a second language.

3.2 Specific objectives

As previously mentioned, this research paper focuses on using technology tools while teaching a foreign language, respectively the use of 'Quizlet' and 'Kahoot' app while teaching a language. According to the data gathered from the targeted schools, teachers in the public school did not use any modern method or technology tools while teaching; they used only books, notebooks and whiteboards. Whereas the other private school most of the time uses modern methods. During observations the researcher had the chance to see teachers using technology tools (laptops and projector, and different online tools that are available in the internet) while presenting a new lesson, they also have been using different activities, videos that made the lessons very attractive which help raising interaction of pupils who in the same time learnt and enjoyed the lesson.

3.3 Research hypothesis

In this research the teacher tries to prove that if pupils are being taught in different ways by mixing methods they will be able to master in a better way a new language that is being taught. Therefore, the hypothesis of this research are as follows:

- A process of teaching a foreign language should include technology tools and internet programs.
- By demonstrating the spoken word in visual methods, such as videos or photos, pupils will be more confident in what they are going to learn.
- Technology makes pupils become creative and successful in many ways.

3.4 Research Methods

This chapter focuses on the methods used to conduct this survey. The survey is done in two different schools, a public school “Deshmoret e Vitise” in Vitia, and a private school “English for life” in Kumanova. Forty pupils participated in the study the questionnaire survey; they were in the 9th grade; and eight English teachers of different genders and ages. Also four teachers participated in the interview. Four English classes were observed, two English classes in Kumanova who were attending classes online so the observation was done online, and two classes Vitia, where the observation took place at the school. The technique used in the survey is a quantitative method.

3.5 Instruments

3.5.1 Questionnaire

There were used two questionnaires for teachers and for pupils that included ten questions, most of the questions are answered in a given list of choices to select one alternative, the tenth question was to give their recommendations on how to increase the use of technology in schools. The researcher asked for permission from the principals of the schools and teachers to do a survey, and then the pupils were informed for the purpose of the research.

Procedure

- The pupils' questionnaire contains ten questions. The questionnaire was distributed in the school, in the pupils' class. First, the researcher gave clear explanations to the students for the purpose of the research, and explained questions in more details, then distributed questionnaires and asked to the pupils for any question that might be unclear to them. After that, the pupils had no difficulties in responding the questions, and it took approximately 10 minutes to finish. After the data gathering, the researcher could be informed on what motivates pupils more, and to understand if the utilization of technology in the classroom, gives to the pupils the chance to be better engaged in the classes.

- Teachers' questionnaire consisted of ten questions. The questionnaire was distributed in the school, in the teachers' office. First the researcher explained to the teachers the purpose of the research and gave clear explanations regarding the questions they had to response, after that, teachers responded to the questions for about 10 minutes.

-Interviews and classroom observations where included in the second phase of the research.

Participants

- In the survey took part twenty pupils in the school "Dëshmorët e Vitisë", and twenty pupils in the school "English for Life"

- In the survey took part four teachers in the school "Dëshmorët e Vitisë", and four teachers in the school "English for Life".

The questionnaire helps in finding the best methods to teach English as a Second language and it shows the best chances that technology offers to the teachers, to improve teaching skills, and to give more interactive ways of teaching.

The questionnaires presented below are the instrument that has been used for pupils and teachers:

The questionnaires aim to find out advantages and disadvantages of using Kahoot and Quizlet in English classes.

Table 1: Pupil's Questionnaire

Pupils' questionnaire

Dear pupils,

My name is Anita Frangi. This is a questionnaire that will be used for research purposes in Ma studies in the topic: "Advantages and disadvantages of using technology tools- Kahoot and Quizlet in EFL Classes. This questionnaire will take 10 minutes of your time and will be used only for research purposes and does not require any of your personal information. Your responses will be confidential and please to be as sincere as possible.

Please choose the most suitable alternative:

Age:

School:

Grade:

Gender: F M

1. **How often are the technology tools used in your English classes?**
a) Always b) Often c) Sometimes d) Never
2. **As you are accompanied all the time by technology tools, do you feel more motivated when teacher applies tasks or online quizzes?**
a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree
3. **Which technology tools do you use in your English classes?**
a) Projector
b) Computer
c) Laptop
d) Tablets
4. **Have you ever applied Kahoot and Quizlet in your classes?**
a) Yes
b) No
5. **How usually do you apply Kahoot in your English classes?**
a) Always b) Often c) Sometimes d) Never

6. Do you apply Quizlet in learning new vocabulary items?
a) Always b) Often c) Sometimes d) Never
7. Do you acquire new vocabulary items easier when using Quizlet?
a) Always b) Often c) Sometimes d) Never
8. How to you find the idea of doing online tasks and quizzes?
a) Very successful b) Successful c) Somehow successful d) Unsuccessful
9. Please circle what motivates you more?
a) Role plays
b) Online tasks
c) Online quizzes
d) Other (Please Specify).....
10. Give a recommendation to improve the teaching skills that will increase your interaction:

Table 2: Teachers' questionnaire

Teachers' questionnaire

Dear teachers,

My name is Anita Frangi. This is a questionnaire that will be used for research purposes in Ma studies in the topic: "Advantages and disadvantages of using technology tools- Kahoot and Quizlet in EFL Classes. This questionnaire will take 10 minutes of your time and will be used only for research purposes and does not require any of your personal information. Your responses will be confidential and please to be as sincere as possible.

Please choose an option:

Age:

a) 20-30

b) 30-40

c) 40- 50

d) More than 50

Gender: M F

Instructions: Please circle the most suitable alternative?

1. Does technology improve teaching process?

a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree

2. As technology is being used more and more, do you think that it should be more included in education in order to improve learning skills?

a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree

3. How usually do you use technology tools in your classes?

a) Always b) Often c) Sometimes d) Never

4. Teaching process will be more interactive and enjoyable if technology tools are applied!

a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree

5. Do you apply online quizzes in your English classes?

a) Always b) Often c) Sometimes d) Never

6. How do you rate the Kahoot tool in your classes?

a) Very successful b) Successful c) Somehow successful d) Unsuccessful

7. Do you agree that applying the mixed methods, traditional and modern ones, will be more efficient to achieve better results in students?

a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree

8. How usually do you apply Quizlet while learning new vocabulary items?

a) Always b) Often c) Sometimes d) Never

9. Do you agree that learning vocabulary by Quizlet will be interesting, memorable and enjoyable?

a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree

10. Please give a recommendation on how to make a plan that would increase the appliance of technology tools in teaching process!

3.5.2 Interview

The interview contained five questions related to the researched topic. The interview was done in the school, in the teachers' office. In the interview took part four teachers. Two teachers belonged to the staff of the school "Dëshmorët e Vitisë" and two other teachers, belonged to the staff of the school "English for Life". The interview helped the researcher to be informed in more details for methods that are being applied in English classes, and for chances that technology tools offer to the teachers to improve teaching process, and to engage pupils better in the lessons.

Interview aims to be informed with the most useful ways to introduce technology in teaching and its effectiveness.

In the school "Dëshmorët e Vitisë" were interviewed two teachers. One of the teachers was female and 29 years old, she was teaching pupils of 9th grade, or pupils of the age 14-15, she had a Master degree in English language teaching and had about eight years of experience as a teacher. Whereas the other teacher interviewed, was a female of age 35, she also was teaching pupils of the 9th class, or age 14-15. She had a PHD degree in English language teaching and had about thirteen years of experience in teaching. The different ages teachers helped to see the improvement of methods day by day.

In the school "English for Life" were interviewed two teachers. One of the teachers was male of age 30, and was teaching different ages of pupils, also pupils that took part on research, he had a Ma degree in English language teaching and had about nine years of experience in teaching, whereas the other teacher interviewed was female of the age 28, and was teaching pupils of the age 14-15, she also had a Ma degree in English language teaching and had six years of experience in teaching.

As two of the teachers were young age, they were teachers in the school that apply technology in teaching process, and can be called as a digital school. The researcher could be informed with the most effective methods and tools that technology offers to the teachers, to make the process of teaching easier, funny and to help in better memorizing lessons.

The instrument presented below is teachers' interview:

Table 3: Teachers' interview

Interview questions

1. Which are the technology tools that you use in your English classes?
2. How usually do you apply technology methods, and do they make learning more attractive and memorable?
3. How do you find Kahoot, is it a useful tool to teach English language?
4. Do you usually use Quizlet and what is the distinction between teaching vocabulary items in quizlet and books?
5. Which are the disadvantages of using technology in class?

3.5.3 Observation

For the purpose of this research four classes were observed: two English classes in the public, primary school "Deshmoret e Vitise", and two English classes in the private school in Kumanova "English for Life". The observations lasted 30 minutes each.

Procedure and participants:

The class that the researcher first observed was a class in the school "Dëshmorët e Vitisë" in Vitia, where was welcomed from the teacher and pupils as well. In the study took part pupils of the 9th grade, age 14-15. In the class were present 15 pupils, because as mentioned before, a very large spread of the Pandemic disease Covid-19, lead the learning process to take place only with half number of pupils in the classroom.

The second class that has been observed was a class in the school "English for Life" in Kumanova, as at the time of doing a survey, the teaching process in Macedonia has been holding online, the teacher and the pupils of the school welcomed the researcher to

observe their online class. In the study took part pupils of the age 14-15, who were same age with the pupils in Vitia. In the class were present 15 pupils.

The third class that has been observed was a class in the school “Dëshmorët e Vitisë” in Vitia, with pupils of the 9th grade and of the age 14-15. In the class were present 15 pupils because as before mentioned the number of the pupils was shorter. The researcher was kindly welcomed from the teacher and pupils as well. The class lasted 30 minutes.

Whereas, the last observation was held online, in the class of the school: “English for Life” with pupils of the 9th grade too and of the same age, 14-15 years old. The researcher took part on the online class who was welcomed by the teacher and the pupils. In the class were present 15 pupils.

CHAPTER IV

RESULTS

In this chapter, the data from the questionnaires, interview and observation are presented and discussed in details. The questions were made easy to understand and to find the best ways in being informed with current situation on the English classes.

4.1 Pupil's Questionnaire

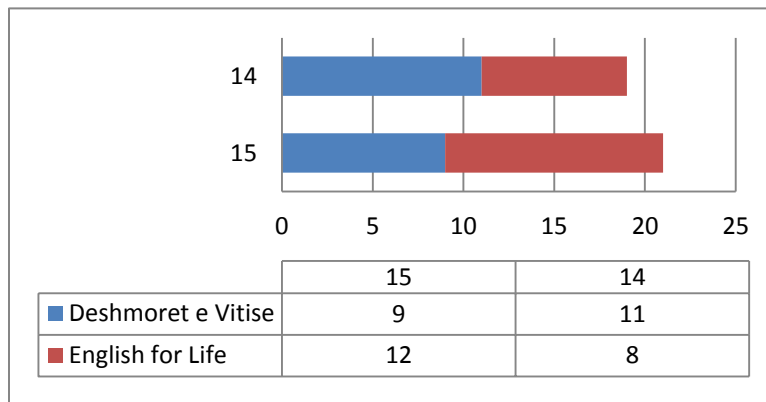


Fig 2. Age of the pupils

In the research took place pupils of the age 14-15. In the school “Dëshmorët e Vitisë”, eleven pupils were of the age 14, and nine pupils were of the age 15. Whereas in the school “English for Life”, eight pupils were of the age 14 and twelve pupils were of the age 15. It is the age that pupils are well known with Elementary English and was very easy and helpful for the teacher to do a survey.

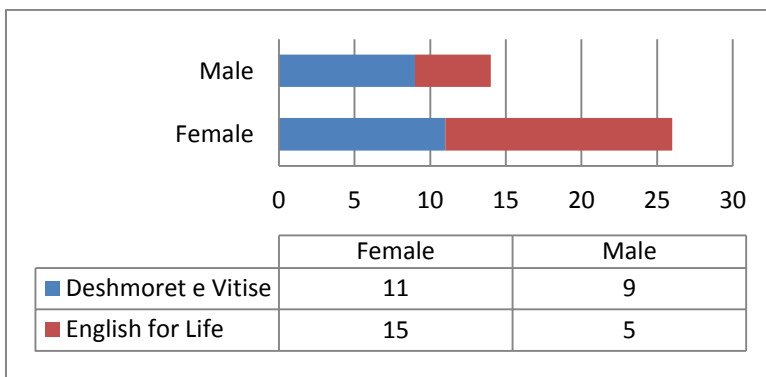


Fig 3. Gender of pupils

In the research took part pupils of two genders. In the school “Dëshmorët e Vitisë”, eleven of the participants were female and nine of them were male. Whereas in the school “English for Life”, fifteen of the participants were female, and five of them were male.

1. How often are the technology tools used in your English classes?

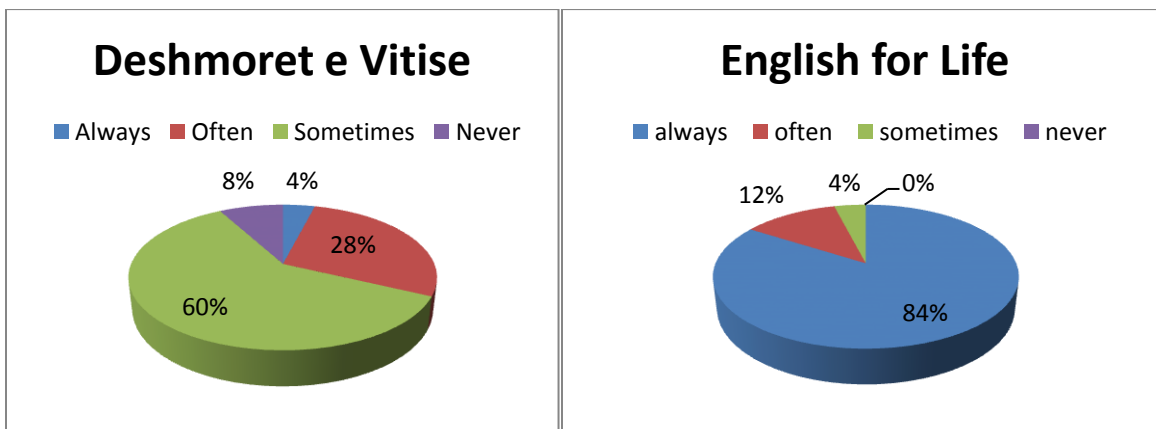


Fig. 4 & Fig. 5 The Use of technology tools in classroom.

In the graphs presented above, is presented the percentage of the responses in the first question: *How often are technology tools used in your classes?* Here is shown the difference between the two schools that took part in the research. Pupils of the school “Dëshmorët e Vitisë”, responded only 4% of them that they always use the technology tools, whereas pupils of the school English for Life 84% of them responded that always use technology tools, so the largest percentage demonstrates the appliance of technology tools in English

classes in “English for Life”. The largest percentage of the pupils on the school “Dëshmorët e Vitisë” responded with sometimes.

2. As you are accompanied all the time by technology tools, do you feel more motivated when teacher applies tasks or online quizzes?

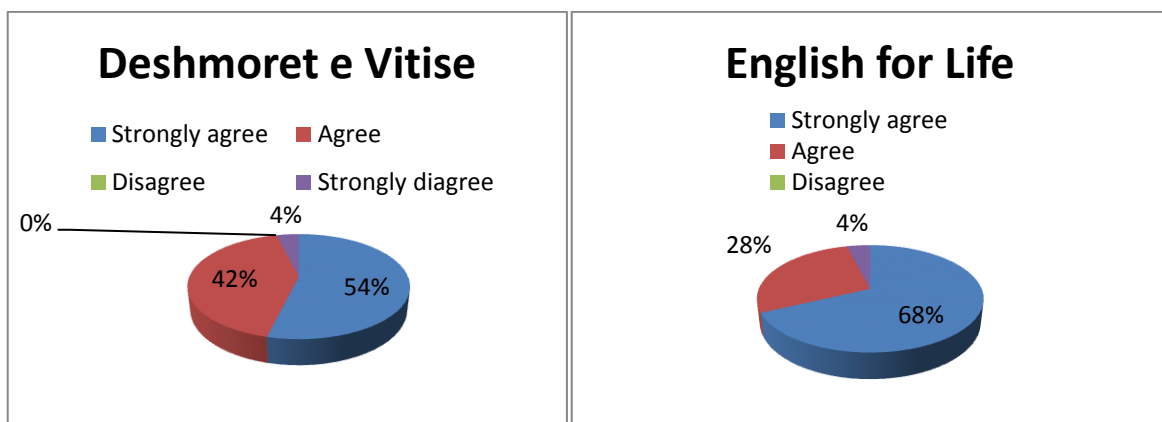


Fig. 6 & Fig. 7 Pupils motivation when using online quizzes or tasks

Regarding the second question, “As you are accompanied all the time by technology tools, do you feel more motivated when teacher applies tasks or online quizzes?”. The respondents of the school “Dëshmorët e Vitisë” answered in 54% that they strongly agree, in 42% agree, whereas the lowest percentage in 4% were that they strongly disagree. The respondents of the school “English for Life” answered in 68% that they strongly agree, in 28% agree, whereas the lowest percentage was 4% strongly disagree.

3. Which technology tools do you use in your English classes?

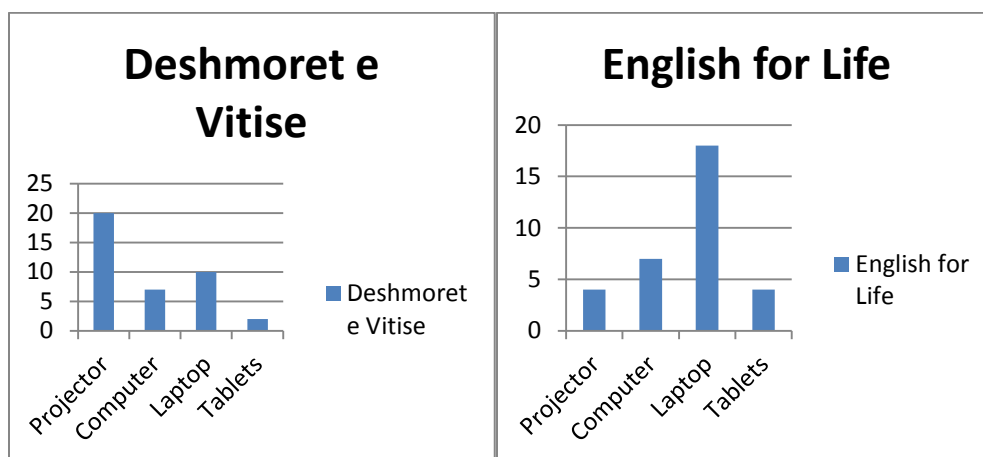


Fig.8. & Fig.9. Technology tools that are used in class

The third question: “Which technology tools do you use in your English classes?”. There could be selected more than one alternative, and it seemed to be a big difference between the tools that are used in two schools, where the research took place. Regarding the school “Dëshmorët e Vitisë”, 20 of the respondents or all of them said that they use projectors, 10 of them said that they use laptops, 7 of them use computers and only 2 of the respondents use tablets too. Whereas in the school “English for Life”, the majority of the respondents or 18 of them said that they use laptops, 7 of them use computers, and 4 of the respondents use computers and tablets too. The results of this question are approximately as the researcher expected, this shows that pupils of the school “English for life” use more technology tools and internet devices rather than the students of school “Dëshmorët e Vitisë”.

4. Have you ever applied Kahoot and Quizlet in your classes?

:

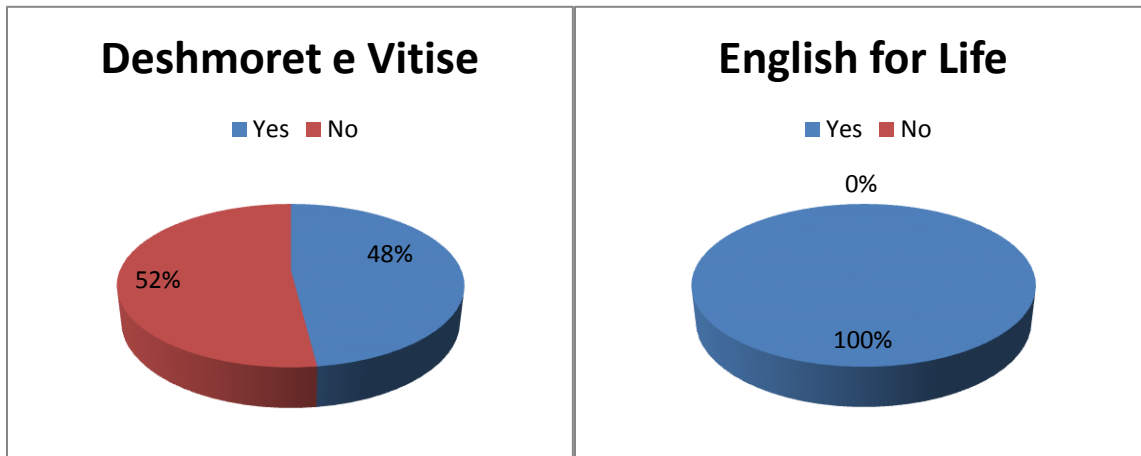


Fig.10. & Fig. 11. Application of Kahoot and Quizlet in class

The 4th question: “Have you ever applied Kahoot and Quizlet in your classes?”. Through this question, the researcher finds out the percentage of the application of Kahoot and Quizlet in their English classes.

According to the responses, in the school “Dëshmorët e Vitisë”, 52% of the respondents said that they have applied Kahoot and Quizlet at least once, whereas 48% of them said that they never used Kahoot and Quizlet. Regarding the school “English for Life”, according to the responses, 100% or all of them said that they use Kahoot and Quizlet in their classes. According to the results, “English for life”, finds more efficient and productive using new methods as technology tools in their English classes.

5. How usually do you apply Kahoot in your English classes?

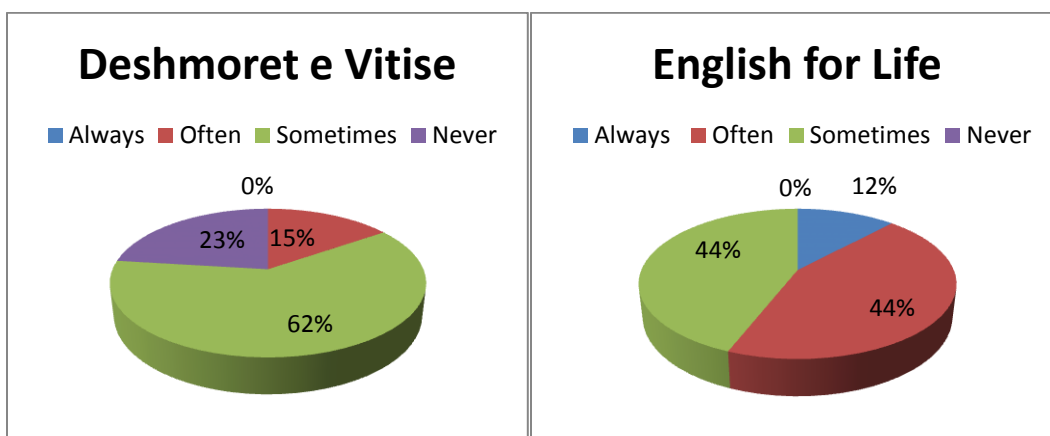


Fig.12. & Fig.13. Application of Kahoot in class

The 5th question: “How usually do you apply Kahoot in your English classes?”. From this question the researcher finds out how usually they apply Kahoot in their English classes. Pupils from “Dëshmorët e Vitisë”, the majority or 62% of them said that they sometimes use Kahoot, 15% of them said that they often use Kahoot in their classes, and 23% of them said that they never used Kahoot. The respondents from the school “English for Life”, 44% of them said that they often use Kahoot in their classes, also same percentage by 44% of them, said that they sometimes use Kahoot in their classes, 12% of them said that they always use Kahoot. By the results above, the researcher demonstrates that Kahoot is used regularly in the school “English for Life”, and sometimes in the school “Dëshmorët e Vitisë”.

6. Do you apply Quizlet in learning new vocabulary items?

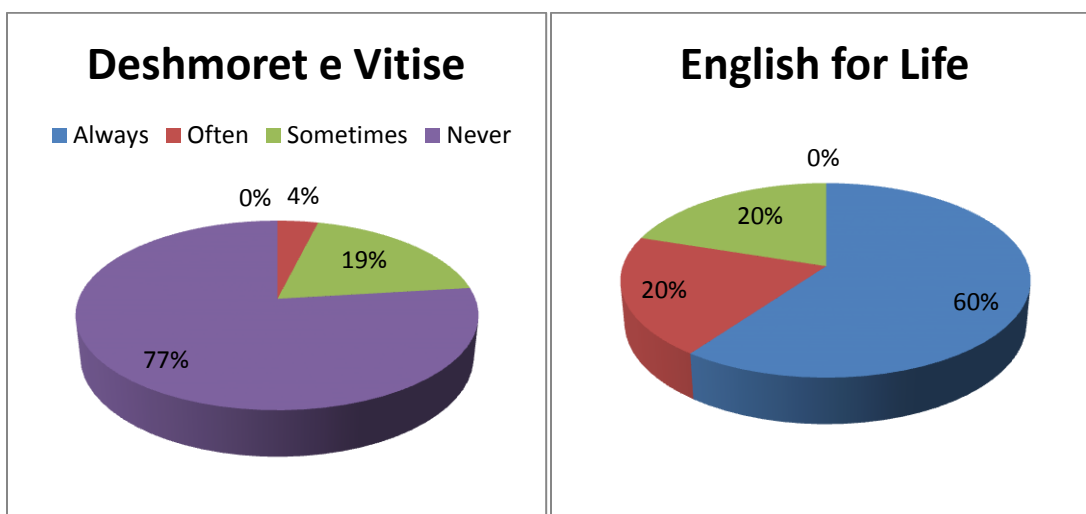


Fig.14. & Fig.15. Application of Quizlet in learning new vocabulary items

Regarding the 6th question: “Do you apply Quizlet in learning new vocabulary items?”. In this question, pupils of the school “Dëshmorët e Vitisë”, 77% of them said that they do not apply Quizlet while learning new items, 19% of them said that they sometimes apply it, 4% of them said often, whereas pupils from the school “English for Life” 60% of them said that they always use Quizlet while learning new items, 20% of them said that they often use it, and the other 20% of them said that they sometimes use Quizlet.

This shows that in the school “Dëshmorët e Vitisë”, technology tools that have been researched are used minimally and in this school mostly are used traditional methods, comparing with the the school “English for Life’ where the majority of time technology tools are used.

7. Do you acquire new vocabulary items easier when using Quizlet?

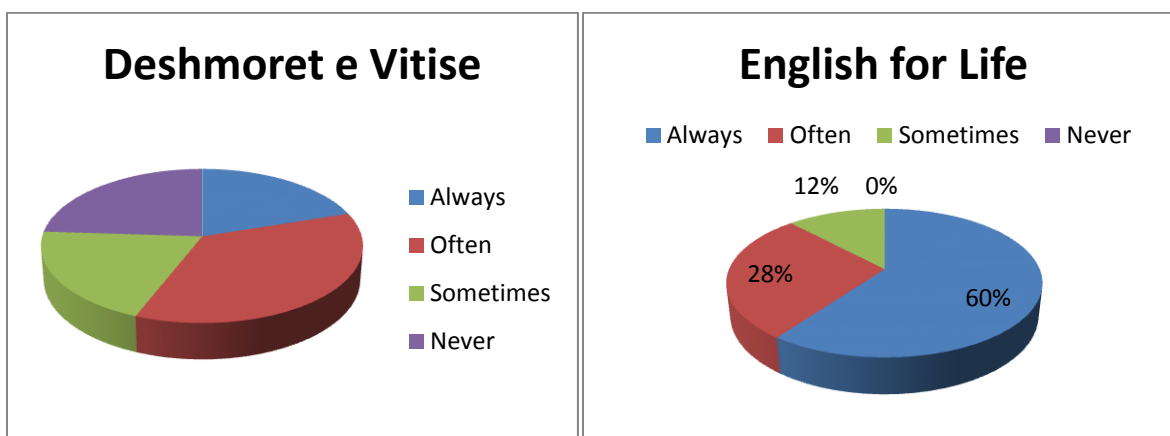


Fig.16. & Fig.17. Acquiring vocabulary items easier by using Quizlet

Regarding the 7th question: “Do you acquire new vocabulary items easier when using Quizlet?”. Respondents from the school “Dëshmorët e Vitisë”, the majority or 36% of them said that they often acquire easier vocabulary items through Quizlet, 24% that they never acquire easier vocabulary items, and 20% of them said always, and 20% other said that sometimes, whereas respondents from the school “English for Life”, the majority of them or 60% of them said that is easier to acquire vocabulary items by using Quizlet, 28% of them said often, 12% of them said sometimes.

According the results, most of the respondents from the two schools are of the agreement that vocabulary items could be acquired easy if they use Quizlet.

8. How to you find the idea of doing online tasks and quizzes?

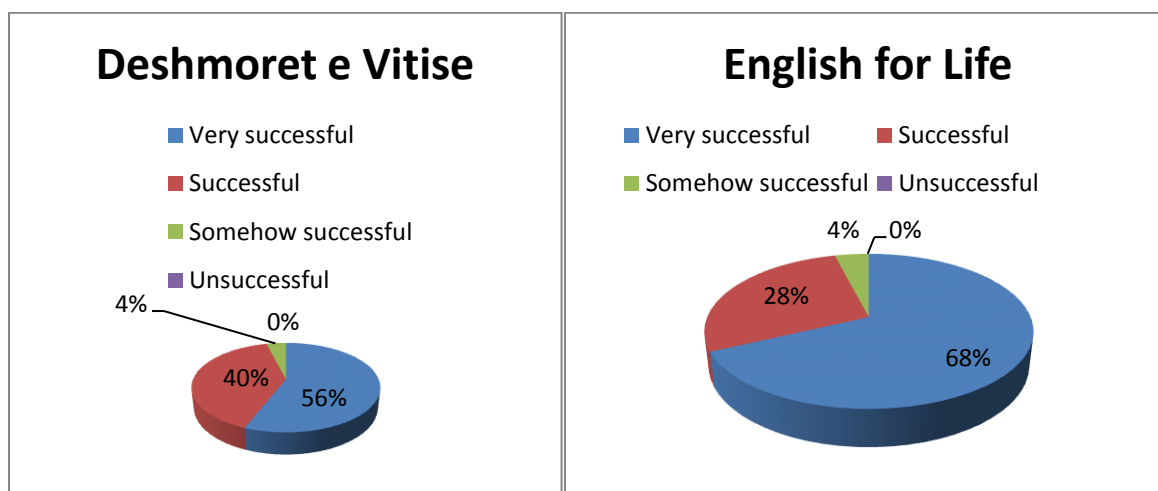


Fig.18. & Fig.19. Using online tasks and quizzes

The 8th question: “How to you find the idea of doing online tasks and quizzes?”. In this question the researcher finds out that , by doing online tasks and quizzes is useful for learning the English language. The respondents from the school “Dëshmorët e Vitisë”, the majority of them or 56%, said that is a very successful way of learning, 40% of them successful, and only 4% of them think that this way is somehow successful, whereas the respondents from the school “English for Life”, the majority or 68% of them said that they find very successful this way of learning, 28% of them said that find it successful and 4% of them somehow successful. According to the responses, regarding this question, the researcher finds out that online quizzes and tasks are very useful and efficient method to learn new language.

9. Please circle what motivates you more?

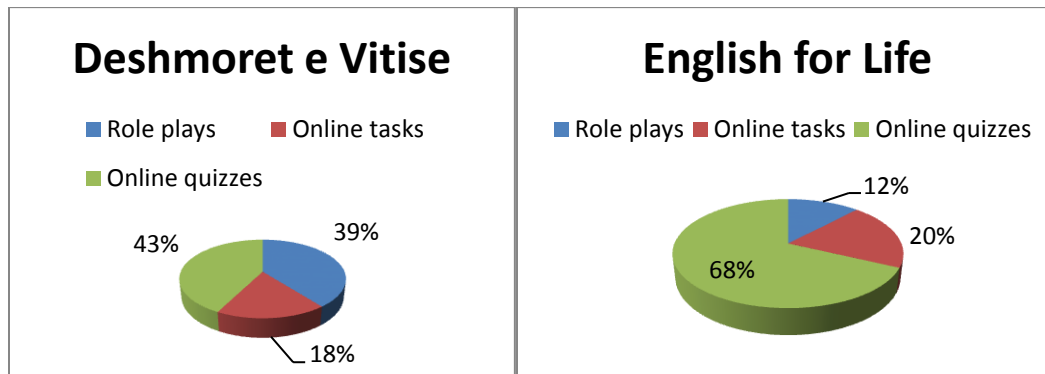


Fig.20. & Fig.21. Pupils motivational tasks

In the 9th question, “Please circle what motivates you more?”. Pupils were asked to select the most suitable alternative on what motivates them more, the respondents from the school “Dëshmorët e Vitisë”, the majority or 43% of them said that they are more motivated from online quizzes, 39% of them are more motivated from role plays, and 18% of them said that they are more motivated from online tasks, whereas the pupils from the school “English for Life”, responded that most of them or 68% are more motivated from online quizzes, 20% of them from online tasks, and 12% of them from role plays. So by the results taken regarding this question, the researcher finds out that students feel more motivated by using online tasks and quizzes

10. Give a recommendation to improve the teaching skills that will increase your interaction:

Pupils' recommendations

“I like to use more technology tools.”

“I like to use these applications because we can learn all the lessons from the exercises that we do.”

“I like to use games in English classes.”

“To use different quizzes, more online quizzes.”

“Technology helps to look for more information about what we are going to learn.”

“More online quizzes.”

“To use different games.”

“More methods of technology questioner, which makes the lesson more attractive.

“More quizzes with Kahoot!”

“To improve skills we need to learn more,do research online about things that interest us and many other things.”

“Limited time,because if a student has a project or homework to do, there should be limited time because it would motivate us to finish the project earlier instead of later.”

“I personally would have recommended that in each lesson more technological tools be incorporated to enhance our learning skills as they really help to expand our knowledge.”

“Since technology has increased its use, hybrid method (which means both physically and online learning) is more effective and increases student's interests. Another thing I would like to recommend is quizzes or exercises with immediate and visible results, which will push students to compete.”

“I think you can easily understand the lessons with quizzes and assignments.”

“Doing a race . Who will make more tasks he or she will win the race.”

“Learning from books is very fun because once you learn something from books you will remember it for the rest of your life. But learning for internet is also fun and quite good. That is my opinion.”

“I think it's all good with that we have.”

“Make games in a way they motivate us.”

4.2 Teachers' questionnaire

In the graphs below are presented the data gathered from the teachers' questionnaire:

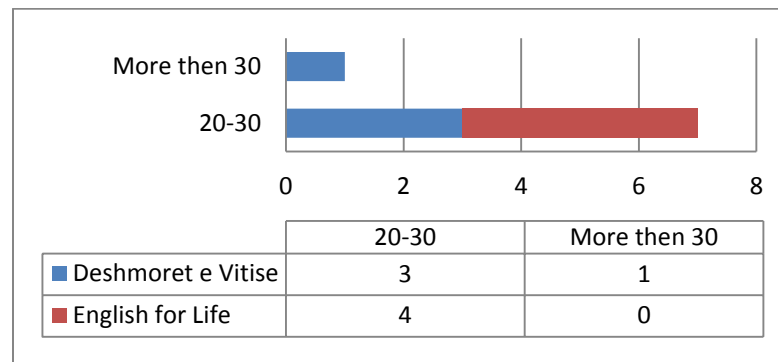


Fig.22. Age of the teachers

In the research took part teachers of different ages. In the school “Dëshmorët e Vitisë”, three of the teachers were of the age from 20-30, and one of them was older than 30. Whereas, in the school “English for Life”, all the teachers, or four of them were of the age 20-30. As is shown in the fig, 22, the majority of the teachers were young age and it helps more because technology is more being used from the young teachers.

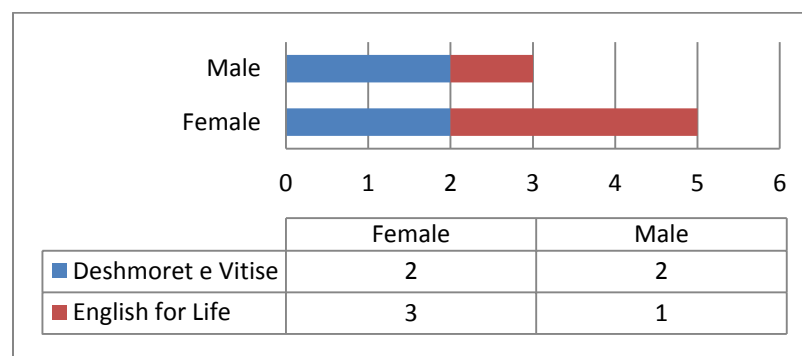


Fig.23. Gender of the teachers

In the research took part teachers of two genders. In the school “Dëshmorët e Vitisë”, two of the respondents were female, and two of them were male. Whereas in the school “English for Life”, three of the respondents were female, and one of them was male. It was a

good opportunity for the researcher to have teachers of both genders, because it helped in being informed of best latest methods used to teaching.

1. Does technology improve teaching process?

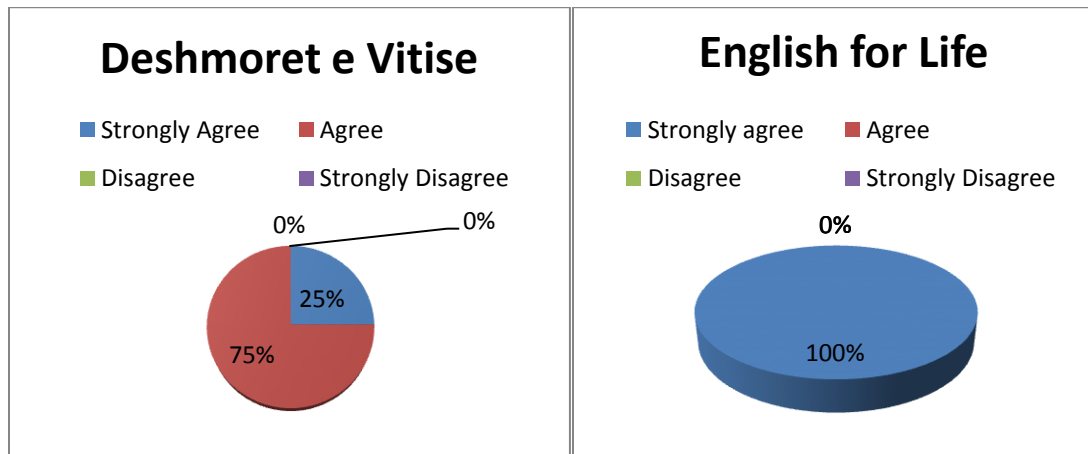


Fig.24. & Fig.25. The impact of technology in teaching

Regarding the 1st question: “Does technology improve teaching process?”. The respondents of the school “Dëshmorët e Vitisë”, 75% of them answered that they agreed, and 25% of them strongly agreed, that technology improves teaching process, whereas the respondents of the school “English for Life” 100%, or all of them strongly agreed, that technology improves teaching process. According to the results above, the researcher finds out that technology has an impact to the successful process of teaching, and that is why teachers from “English for Life” school use technology tools on their classes.

2. As technology is being used more and more, do you think that it should be more included in education, in order to improve learning skills?

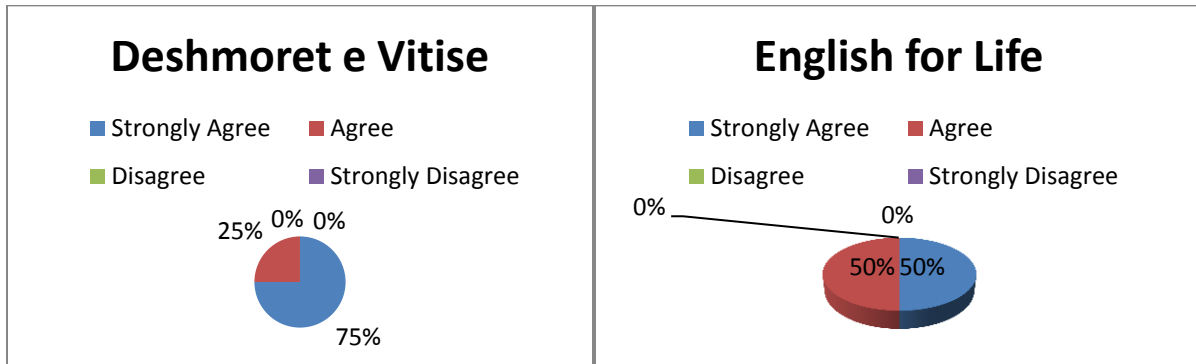


Fig.26. & Fig.27. Application of technology on improving teaching skills

In the 2nd question, the respondents from the school “Dëshmorët e Vitisë”, 75% answered that they strongly agreed, and 25% agreed that technology should be included more in education because in their school, the usage of technology is not enough, whereas the respondents of the school “English for Life”, answered 50% of them strongly agreed, and the other 50% agreed to include more technology, even though their school is one of the schools that works mainly with modern methods. They see that using technology is so effective and successful in learning easier and memorizing better.

3. How usually do you use technology tools in your classes?

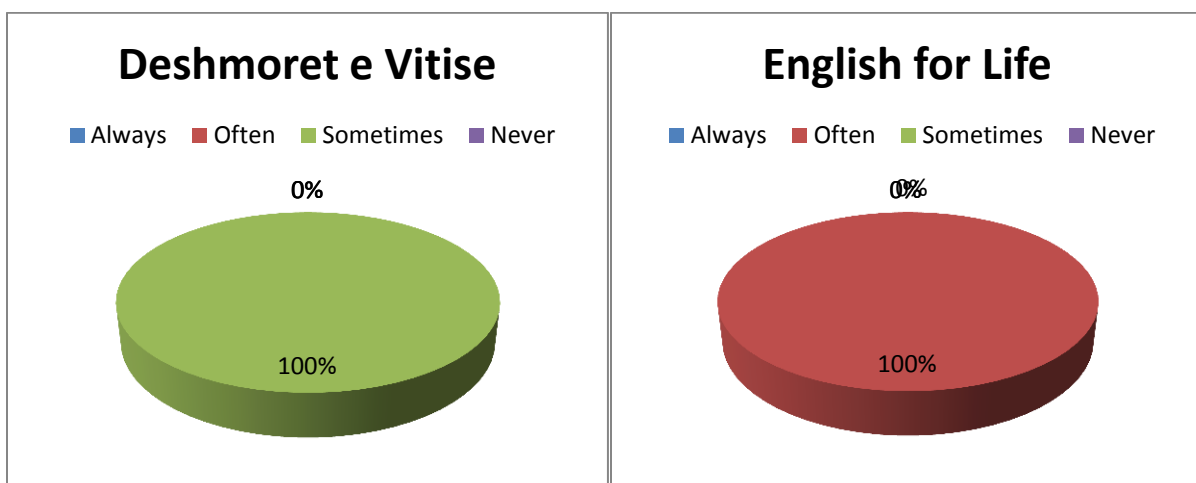


Fig.28. & Fig.29. Application of technology tools in class

Regarding the 3rd question: “How usually do you use technology tools in your classes?”. The respondents of the school “Dëshmorët e Vitisë”, 100% answered that they sometimes use technology tools, whereas the respondents of the school “English for Life”, 100% answered that they often use technology tools in their classes. The researcher proves that the school “Dëshmorët e Vitisë”, uses technology tools less than the school “English for Life”.

4. Teaching process will be more interactive and enjoyable if technology tools are applied!

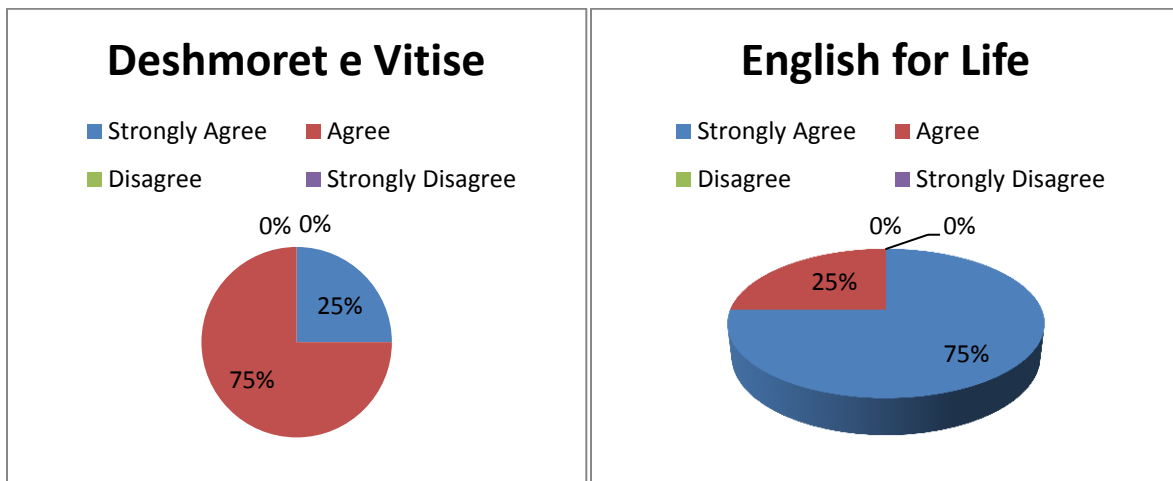


Fig.30. & Fig.31. Effects of using technology tools in class

In the 4th question: “Teaching process will be more interactive and enjoyable if technology tools are applied!”. The majority of the respondents of the school “Dëshmorët e Vitisë”, 75% of them answered that they agreed, and 25% strongly agreed, that the application of technology tools will make teaching process more interactive and enjoyable. Whereas the respondents from the school “English for Life”, 75% of them strongly agreed and 25% agreed on applying technology tools to have an interactive and enjoyable process of teaching.

5. Do you apply online quizzes in your English classes?

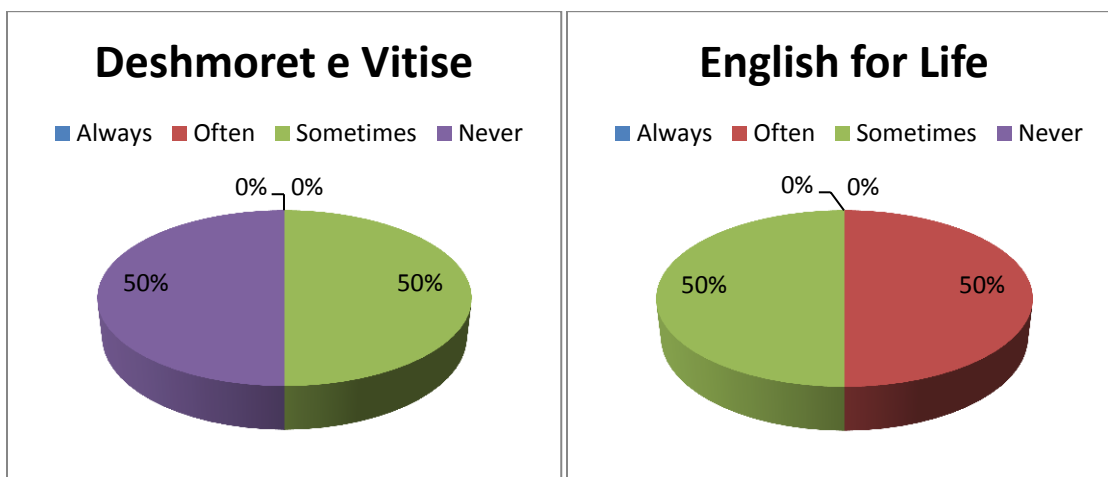


Fig.32. & Fig.33. Application of online quizzes in class

Regarding the 5th question: “Do you apply online quizzes in your English classes?”. The respondents of the school “Dëshmorët e Vitisë”, 50% of them answered always, and 50% of them sometimes, that they apply online quizzes, whereas the respondents of the school “English for Life”, 50% of them answered often, and 50% others that they sometimes apply online quizzes in their English classes.

6. How do you rate Kahoot tool in your classes?

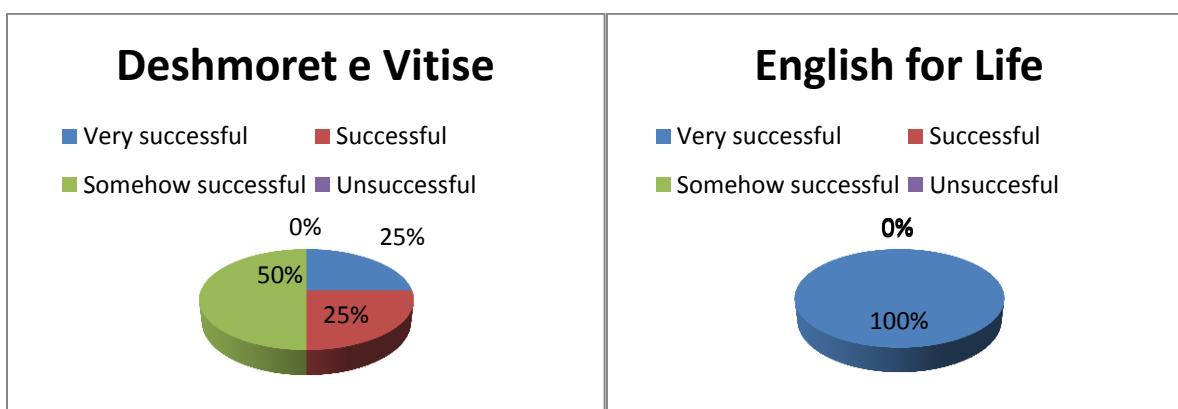


Fig.34. & Fig.35. Rate using of Kahoot in class

In the 6th question: “How do you rate Kahoot tool in your classes?”. The respondents of the school “Dëshmorët e Vitisë”, 25% of them answered that they rate Kahoot very successful, 25% of them successful, and 50% of them, somehow successful. Whereas the respondents from the school “English for Life”, 100% or all of them answered that they rate Kahoot as a very successful tool in their classes. That is the main reason of the less usage of Kahoot in the school “Dëshmorët e Vitisë”.

7. Do you agree that applying the mixed methods, traditional and modern ones, will be more efficient to achieve better results in students?

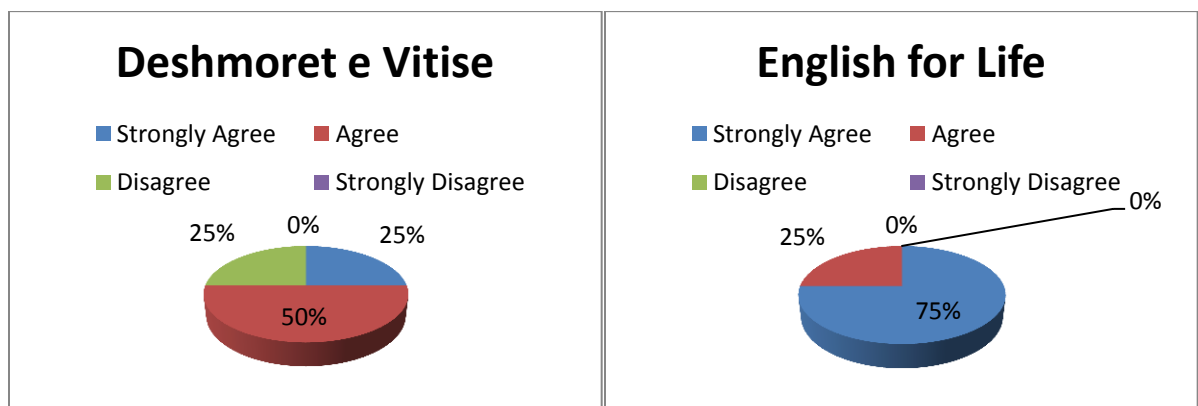


Fig.36. & Fig.37. Effectiveness of mixing methods

Regarding the 7th question: “Do you agree that applying the mixed methods, traditional and modern ones, will be more efficient to achieve better results in students?”.

The respondents of the school “Dëshmorët e Vitisë”, 25% of them strongly agreed, 50% of them agreed, and 25% of them disagreed, that mixing modern with traditional methods, will make students achieve better. Whereas the respondents of the school “English for Life”, 75% answered that they strongly agree, and 25% of them agree, to mix methods to have a better achievement from the pupils.

8. How usually do you apply Quizlet while learning new vocabulary items?

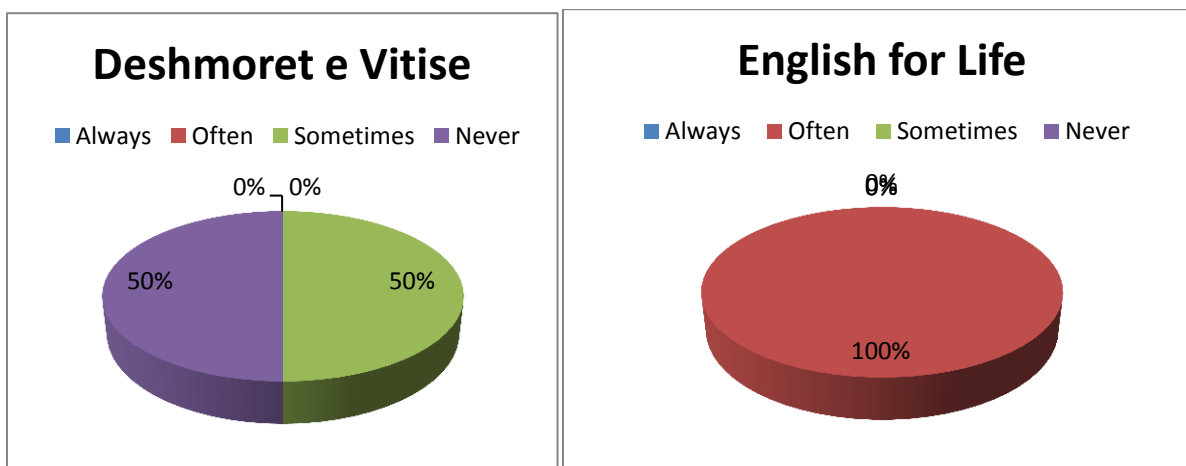


Fig.38. & Fig.39. Application of Quizlet in learning new vocabulary

The 8th question: “How usually do you apply Quizlet while learning new vocabulary items?”.

In this question, the respondents of the school “Dëshmorët e Vitisë”, 50% of them answered that they sometimes, and 50% of them never use Quizlet to learn new vocabulary items. Whereas the respondents of the school “English for Life”, 100% or all of them answered that they often use Quizlet as a tool to teach vocabulary items. According to the results, the researcher finds out that teachers of the school “Dëshmorët e Vitisë”, rarely or never use Quizlet in their English classes, whereas teachers of the school “English for Life” apply often Quizlet as a tool to teach vocabulary items easier.

9. Do you agree that learning vocabulary by Quizlet will be interesting, memorable and enjoyable?

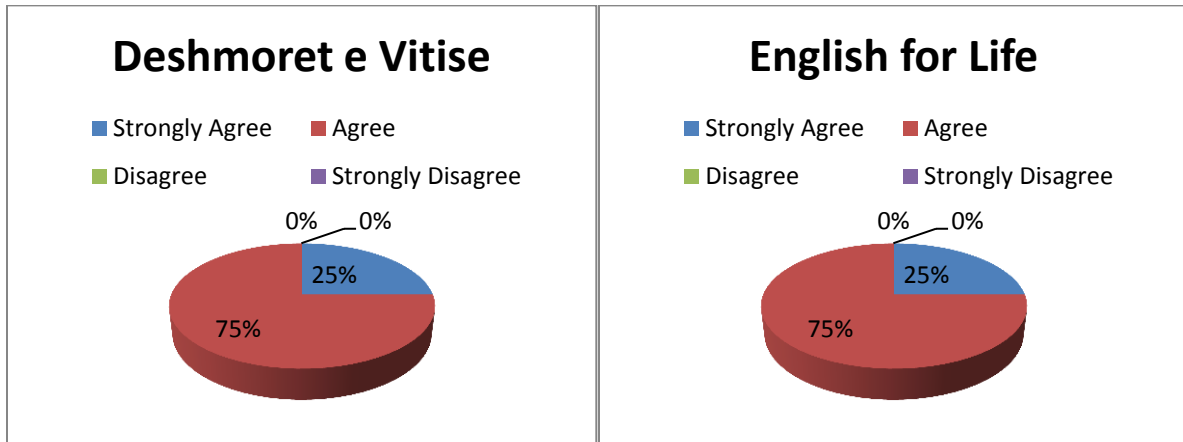


Fig.40. & Fig.41. Effects of learning new vocabulary by Quizlet

Regarding the 9th question: “Do you agree that learning vocabulary by Quizlet will be interesting, memorable and enjoyable?”. The respondents from the school “Dëshmorët e Vitisë”, 25% answered with strongly agree, and 75% of them with agree that Quizlet helps in making more interesting teaching vocabulary, whereas the respondents of the school “English for Life”, 25% strongly agree, and 75% agree, same as the respondents of the other school, that Quizlet is an aid in making more interesting, memorable and enjoyable teaching vocabulary items.

10. Please give a recommendation on how to make a plan that would increase the appliance of technology tools in teaching process!

Teachers’ recommendations

“Using technology in classroom as a part of learning process is a must nowadays. One of the tools that every classroom should possess are projectors. As a result of that students would be able to see, listen what is being taught by the teacher and would get more engaged, and motivated since students are a generation that love to use technology tools in their daily life.”

“First of all, I would have made a request to the director of education to have the opportunity for each student to have a laptop or concretization tools to make teaching in technology as easy as possible, as it is much more efficient.”

“Students should be aware of using technology tools and give them assignments that require the usage of such tools.”

4.3 Teachers’ interview

Responses of the teachers ‘Dëshmorët e Vitisë’

Teacher 1:

1. Which are the technology tools that you use in your English classes?

- Projectors, laptops.

2. How usually do you apply technology methods, and do they make learning more attractive and memorable?

- Of course yes, technology provides other teaching tools in order to convey the lessons as a kind of sum up like - chapter reviews or other creative quizzes.

3. How do you find Kahoot, is it a useful tool to teach English language?

- Absolutely, it makes learning more comprehensible and outboxes thinking.

4. Do you usually use Quizlet and what is the distinction between teaching vocabulary items in Quizlet and books?

- Yes, probably one of the most effective tools for vocabulary enrichment.

5. Which are the disadvantages of using technology in class?

- Pupils can use technology for something else then for learning purposes.

Teacher 2

1. Which are the technology tools that you use in your English classes?

- Projectors, laptops

2. How usually do you apply technology methods, and do they make learning more attractive and memorable?

- I don't apply technology in my classes, because we don't have projectors in our class, and going to the cabinet takes more time.

3. How do you find Kahoot, is it a useful tool to teach English language?

- Knowing that Kahoot is a game-based learning platform used to review students' knowledge for formative assessment as a break from traditional classroom activities.

4. Do you usually use Quizlet and what is the distinction between teaching vocabulary items in Quizlet and books?

- I usually use Quizlet for learning new vocabulary items, and using Quizlet is more attractive for students.

5. Which are the disadvantages of using technology in class?

- As disadvantage I would like to mention because through technology pupils can cheat easier.

Responses of the teachers "English for Life"

Teacher 1

1. Which are the technology tools that you use in your English classes?

- In order to make lessons more engaging and enhance students' education I try to incorporate interactive classroom technology tools into their lessons. I usually try to use Kahoot, Socrative and Prezi.

2. How usually do you apply technology methods, and do they make learning more attractive and memorable?

- I try to use more often technology methods as they keep the classroom more engaged and make lessons easier to be learnt.

Undoubtedly, technology methods and tools make teaching process more attractive and memorable, in this way the teaching and learning process is facilitated.

3. How do you find Kahoot, is it a useful tool to teach English language?

- Kahoot as a game-based system lets us create quizzes by using internet content. I find it very useful tool to assess students' English vocabulary knowledge.

4. Do you usually use Quizlet and what is the distinction between teaching vocabulary items in Quizlet and books?

- I use sometimes Quizlet and it is a funny game by using flashcards to learn new words. Students think it as a successful and funny at the same time.

5. Which are the disadvantages of using technology in class?

- Even though, using technology in education has many benefits but it can bring also distraction in the learning process.

Teacher 2

1. Which are the technology tools that you use in your English classes?

- Some of the technology tools i use in my English classes are Kahoot, Quizlet, class dojo and Prezi for presentations.

Students find the learning more attractive and more effective while learning in different ways especially when they have to use technology. Kahoot and Quizlet are the perfect tools to make questions for revisions and it also engages students to participate in quizzes to achieve success and why not to be the winner.

On the other hand, Prezi is an amazing tool to make students' presentations look more attractive for the audience and its helpful because there students can zoom in or out.

Another interesting tool that i use in my classes is class dojo it looks fun and it helps teachers and parents' communication. It's also useful as the students can see their activities and their daily or weekly behavior.

2. How usually do you apply technology methods, and do they make learning more attractive and memorable?

- I usually try to combine the tool according to the topic we are going to do learn. When we have review of the chapters i prefer quizzes, when we have projects I suggest my students to use Prezi in this way they not only present their topic but it also helps them to make researches in the internet and use different sources besides the book. As a conclusion my students have found technology tool a very memorable way of learning, faster and fun.

3. How do you find Kahoot, is it a useful tool to teach English language?

- Kahoot it's a fantastic platform, whenever i say my students we're going to use kahoot today they're extremely excited they just can't wait to start. It helps the teachers to test students learning and knowledge.

4. Do you usually use Quizlet and what is the distinction between teaching vocabulary items in Quizlet and books?

- Quizlet is another important technology tool that i use to make flashcards for young learners. It helps them to memorize information or new words as in our case that we have to do with a foreign language.

5. Which are the disadvantages of using technology in class?

- I think that technology has many advantages and less disadvantages, and is better to be used in teaching.

In conclusion, regarding the interview responses, the researcher, came to a conclusion that application of technology, gives to teachers the chance to teach the lessons in various ways that are more productive to learning process.

4.4 Observation (1)

First observation has been done of the students of 9th grade students in the school “Dëshmorët e Vitisë”. As we are facing with pandemic disease classes from forty minutes were cut out in thirty minutes, also the number of students was separated in two, from thirty pupils in fifteen pupils per class.

Just after the teacher entered the class she greeted her pupils in English language and they greeted her back. Then as usually she took the evidence of the pupils that were not present in class.

Further on, the teacher asked her pupils to show up the homework that she has given to them in the last class, after the homework review, teacher continued with new lesson which for that class was “My home town”, at first the teacher asked her pupils some questions, as What can they do in their hometown, where they can go to eat, where can they drink

coffee, or what can they visit in their home town. As pupils began to answer her questions the observer could notice the warm up activity that continued by discussing between pupils and the teacher. After the short discussion then teacher goes to the lesson that was about the town of Sydney, she marked up streets and places in Sydney, and took a group of pupils to make a conversation and to play the role, like they were in Sydney and where can they go, or what they can do there. Then after role-play, the students had to fulfill a task, they had to answer to some questions related to Sydney. Teacher reviewed the task answers and then gave to them a page in workbook related to the lesson to do as a homework. As the class was shorter, it soon finished.

4.5 Observation (2)

The pandemic disease brought to some changes in many things, many companies public and private had to close and work online, in order not to spread the disease, so while in Kosova schools were working but in a small number of pupils in classes, in Macedonia were a larger number of peoples who were infected and the schools had passed to teaching online. The school that the research took place: "English for life" also was holding the lessons online. The professor A. D gave the chance to observe the class online that was a very useful and helpful for the researcher. As class started all of the students and the teacher as well were connected in a program moodle, the researcher was invited to. Then all the students were present, with their cameras opened, the teachers greeted them, and they greeted the teacher as well.

The teachers continued for asking the pupils for what they have done in the last class, after some responses of the teacher, he continued with new lesson that for that day was: My grandma, where was related to the opposite words, at first he started by asking pupils if they already know what the opposite words are, pupils gave some of their opinions and some examples which was helpful that he made pupils think about it, than he introduced the new lesson by giving a definition of them and gave some examples. After the lesson was introduced, the teacher came up with a Kahoot quiz that has been prepared related to the

opposite words. First he sent the link to the pupils and when all of them were logged in; he set up the timer and waited for the responses. The quiz was made of 10 questions, each question had a word and they had to select the opposite word of it. After the time was up, pupils finished the quiz, where the points were calculated automatically. The pupils found the quiz very useful and funny at the same time. After the quiz, the teacher gave some homework to the students and the class finished. It was a good and helpful experience for the researcher, because it helped in the topic that he was going to do a survey.

4.6 Observation (3)

The third observation took place in the school “Dëshmoret e Vitisë” with pupils’ of the 9th grade. The classes were cut out in thirty minutes and the number of pupils was low, only fifteen pupils in one class.

The teacher came in on the class and greeted her pupils, they greeted her too. The teacher was so kind to the pupils because it could be noticed that the pupils’ faces were smiling when they saw the teacher entered in class.

The teacher first took the evidence of pupils’ participation in class and then continued by making questions for the last class lesson. Some pupils responded and then he continued by introducing the new lesson that was being taught that day and which was: Prepositions of Place- in, at, on. After giving explanations for the topic, the teacher wrote some examples in the white board where the pupils participated in the exercise. Then the teacher proposed to do a Kahoot quiz related to the topic, in order to see if the pupils are well informed for the proper use of the prepositions of place in the sentence. The pupils were sent to the computer room and were logged in on the link that professor B.S sent to the pupils. They entered the link and the quiz was ready to fill by the pupils. The teacher made ten sentences with gaps in it, to choose the preposition: in, on or at, which is appropriate for the sentence. After filling the quiz, Kahoot automatically evaluated the responses if they are correct or not and listed the points for each pupil. The research could notice the enthusiasm that pupils had during the online quiz and the effective way that they could rich they

misunderstandings. Soon, came the end of the class and teacher gave some exercises that he had prepared in some papers to do as a homework, and the class finished.

4.7 Observation (4)

The last observation has been done online in the school “English for Life”, because teaching in Macedonia was being held in online form, it lasted forty minutes. The professor A.D welcomed the researcher to observe his class online with pupils of the 9th grade. The researcher logged in in the application called Moddle, and in the link that was sent from the professor. After that the class started and the researcher could see the professor and the pupils as well. Professor greeted his students, and they greeted him too. Then, professor asked his students, some questions related to the topic of the last class, and the pupils responded. After that, professor introduced the new topic related to grammar, Past Simple Tense. The professor gave a definition and explanations of what Past Simple Tense is, and used an online white board to write the formulas on how to form past simple tense. Then he took some informed if the pupils have gained successfully the topic, he prepared an online task in Quizlet, he wrote three flashcards; Flashcard 1: Subject, Flashcard 2: Object, and Flashcard 3: Verb. Then they have to order the flashcards in a way a sentence in the Past Simple Tense would be written correctly. The pupils entered to the link that was sent from the professor and then filled the task. The Online tool, Quizlet evaluated the responses and listed their points. It was a very useful task to make pupils engaged and to see how much they have understood for the new topic. Then the class was at the end, so the teacher gave some homework to their pupils and finished the class.

CHAPTER V

CONCLUSION AND RECCOMENDATIONS

5.1 Conclusion

The purpose of the research was to find out the advantages and disadvantages of using technology tools Kahoot and Quizlet in English classes, in a case study of two schools: “Dëshmorët e Vitisë” and “English for Life”. It showed some differences between two schools of the application of technology tools, that affected teaching. Throughout the research, is shown the facilitation that technology tools offer to the teachers, to raise the interaction of the students and to make their lessons effective, meaningful and at the same time funny.

Further on, this research has three hypotheses:

H1: A process of teaching a foreign language should include technology tools and internet programs- The first hypotheses was proven as true, because teachers and pupils find technology as an aid to education. There were given many outcomes while doing a research. First, the research took place in a time that world was facing to the Pandemic disease Covid-19, and schools were closed, teaching process had to be held online. In these cases is proven the essential need of using technology as an incomparable way of teaching. Pupils are accompanied with technology tools at their homes and they ask to walk on time, to use the latest invention, in order to apply different methods, to include latest methods, programs and tools that technology offers to the teachers.

H2: By demonstrating the spoken word in visual methods, such as videos or photos, pupils will be more confident in what they are going to learn. New language or new words will be learnt easier if the teacher shows them visually to the pupils. If teacher uses flashcards and in a flashcard writes the meaning of the new word in the mother tongue and on the other side uses a picture of what the new word is, then the pupils will have easier to learn and to memorize that word. The hypothesis was proven as true.

H3: Technology makes pupils become creative and successful in many ways.

While using technology in the schools, teachers offer the opportunity to learn to the pupils numerous interesting things. When applying different methods, it makes pupils creative as well. Pupils love to use their technology tools: laptops, tablets, smartphones for learning purposes. They can search for new information that are the latest and that are not available on the textbooks for the lessons being taught in schools, further, they can exercise on different tasks or quizzes that are offered for free in the internet, or they can be connected by the teacher when they are at home, and do a Kahoot quiz or a Quizlet and be assessed at the same time.

The data showed that, technology tools are a necessity to be involved in educational programs and are found very useful from the teacher and pupils, too. Also are necessary to offer trainings from the Ministry of Education, for teachers, on how to use technology in educational fields.

5.2 LIMITATION OF THE STUDY

Although the research has reached its aims, there were some inevitable limitations. First, because of the time limit, this research was conducted only on a small number of pupils. Therefore to take a broad view the results for larger groups, the study should have involved more participants at different levels. Second, the research took place during the pandemic disease Covid-19, and there were some difficulties to overcome to do a research. Also the classes were shorter than usually and pupils were separated in two groups, but in general it was a successful research. And lastly, in almost all the schools in Kosova, technology tools are not applied and teachers are not informed or trained how to use them, it brought many difficulties to find school that in any time uses technology in school.

5.3 RECOMENDATIONS

As technology is offering an endless help to teachers in organizing their classes and in giving to them the opportunity to use different methods, after analyzing data from the survey, the researcher gives some recommendations:

- To have more trainings for teachers, to help them in using technology tools and applications properly.
- To combine methods, to apply technology more in classes.
- To do more online tasks and quizzes such as Kahoot.
- To use technology to increase motivational skills to the pupils.
- To use technology tools such as Quizlet in learning new vocabulary items

Bibliography:

1. Al- Jarf, R. (2007), Teaching vocabulary to EFL College students online,CALL-EJ,8(2), 1-16. Retrieved from: <https://callej.org/journal/8-2/al-jarf.html/>
2. Beglar, D. & Hunt, A. (2005). *Six principles for teaching foreign language vocabulary: A commentary on Laufer, Meara, and Nation's 'Ten Best ideas'*. The Language Teacher,29(7), 7-10.
3. Carrier, J, (2013). Elementary Preservice Teachers Science Vocabulary Knowledge and application, *Journal of Science Teacher Education* 24(2), 405-425.

Retrieved from:

https://www.researchgate.net/publication/257614086_Elementary_Preservice_Teachers%27_Science_Vocabulary_Knowledge_and_Application

4. Dizon. G, (2016), Quizlet in the EFL classroom enhancing academic vocabulary acquisition of Japanese students, *Teaching English with Technology*, Japan, Himeji: Himeji Dokkyo University, 16(2), 40- 56

Retrieved from:

<https://files.eric.ed.gov/fulltext/EJ1135913.pdf>

5. Edwards L, (2021), What is quizlet and how can I teach with it, *Tech&Learning Magazin*. Retrieved on February 8, 2022.

Retrieved from:

<https://www.techlearning.com/how-to/what-is-quizlet-and-how-can-i-teach-with-it>

6. Enriquez, A. G. (2010). Enhancing Student Performance Using Tablet Computers. *College, Teaching*, 58(3), 77–84.

Retrieved from: <http://www.jstor.org/stable/41305089>

7. Hayes, H. (2021) , How to increase students engagement with technology, *Chalk.com Education Inc.* Retrieved on February 18, 2022.

Retrieved from:

<https://www.chalk.com/resources/increasing-student-engagement-technology/>

8. Hodson L, (2017), Technology review: Kahoot in the classroom, *Institute for arts integration and Steam*, Westminster, MD 21157. Retrieved on February 22, 2022.

Retrieved from:

<https://artsintegration.com/2017/01/06/technology-review-kahoot-classroom/>

9. Kahoot, (2022), *Schools/ How it works*. Retrieved on January 8, 2022 from:

<https://kahoot.com/schools/how-it-works/>

10. Kahoot (2022) *About Kahoot/ Company History& Key facts*. Retrieved on January 8, 2022 from :

<https://kahoot.com/company/?fbclid=IwAR3ra33pNRc53ixpOQkGXMYp06TQuXidIBHfzmtYo7itzU7iVSyNAnM4Gg0>

11. Kaur, M.(2021). *Kahoot what is it: Features, Advantages, Disadvantages and FAQs*, techprevue. Retrieved on January 28, 2021.

Retrieved from:

<https://www.google.com/amp/s/www.techprevue.com/kahoot/%3famp>

12. Mirzaei. S (2016), Evaluating Efficacy and Usability of Mobile devices for learning

New Vocabulary items, *Research gate article*, 3-4. Retrieved from:

https://www.researchgate.net/publication/315711477_Evaluating_Efficacy_and_Usability_of_Mobile_Devices_for_Learning_New_Vocabulary_Items

13. Quizlet. (2022), En-gb/features/study-modes. Retrieved on January 5,2022 from:

<https://quizlet.com/en-gb/features/study-modes>

14. Quizlet. (2022), Mission. Retrieved on January 6, 2022 from:

<https://quizlet.com/mission?fbclid=IwAR1m6M5cH0aoErwPDQOoZ-Ub9fismYj-55-xi5LuOHapYChV3uQi4TIL9gQ>

15. Wang, A & Tahir R (2020), The effect of using Kahoot for learning,

Computer&Education Volume149, May 2020, 103318, 1-3.

Retrieved from:

https://www.sciencedirect.com/science/article/pii/S0360131520300208?fbclid=IwAR1Z_FGUvbBwm2tWZ2WeWDIN7wvQUhpuCQS0DvKRiEtEX1YglUlnAIVbzI4#bib75

16. Wantulok, T, (2015), How important is Technology in Education?,*Pine Cove Consulting. Retrieved on January 29, 2021.*

Retrieved from

<https://marketing.pinecc.com/blog/the-importance-of-technology-in-education-pine-coves-top-10-reasons#:~:text=Technology%20has%20the%20ability%20to,learning%20more%20meaningful%20and%20fun.>

Websites: <https://drexel.edu/soe/resources/student-teaching/advice/how-to-use-technology-in-the-classroom/>

Appendix 1

Dear pupils,

My name is Anita Frangi. This is a questionnaire that will be used for research purposes in Ma studies in the topic: "Advantages and disadvantages of using technology tools- Kahoot and Quizlet in EFL Classes. This questionnaire will take 10 minutes of your time and will be used only for research purposes and does not require any of your personal information. Your responses will be confidential and please to be as sincere as possible.

Please choose the most suitable alternative:

Age:

School:

Grade:

Gender: **F M**

1. How often are the technology tools used in your English classes?
a) Always b) Often c) Sometimes d) Never
2. As you are accompanied all the time by technology tools, do you feel more motivated when teacher applies tasks or online quizzes?
a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree
3. Which technology tools do you use in your English classes?
e) Projector
f) Computer
g) Laptop
h) Tablets
4. Have you ever applied kahoot and quizlet in your classes?
c) Yes
d) No
5. How usually do you apply Kahoot in your English classes?
a) Always b) Often c) Sometimes d) Never
6. Do you apply quizlet in learning new vocabulary items?

- b) Always b) Often c) Sometimes d) Never
7. Do you acquire new vocabulary items easier when using quizlet?
b) Always b) Often c) Sometimes d) Never
8. How to you find the idea of doing online tasks and quizzes?
b) Very successful b) Successful c) Somehow successful d) Unsuccessful
9. Please circle what motivates you more?
e) Role plays
f) Online tasks
g) Online quizzes
h) Other (Please Specify).....
10. Give a recommendation to improve the teaching skills that will increase your interaction:
-
-
-
-
-
-

Thank you for participating!

Appendix 2

Dear teachers,

My name is Anita Frangi. This is a questionnaire that will be used for research purposes in Ma studies in the topic: "Advantages and disadvantages of using technology tools- Kahoot and Quizlet in EFL Classes. This questionnaire will take 10 minutes of your time and will be used only for research purposes and does not require any of your personal information. Your responses will be confidential and please to be as sincere as possible.

Please choose an option:

Age:

- a) 20-30
- b) 30-40
- c) 40- 50
- d) More then 50

Gender: M F

Instructions: Please circle the most suitable alternative?

1. Does technology improve teaching process?
a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree
2. As technology is being used more and more, do you think that it should be more included in education in order to improve learning skills?
a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree
3. How usually do you use technology tools in your classes?
a) Always b) Often c) Sometimes d) Never
4. Teaching process will be more interactive and enjoyable if technology tools are applied!
a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree
5. Do you apply online quizzes in your English classes?
a) Always b) Often c) Sometimes d) Never

6. How do you rate the kahoot tool in your classes?
a) Very successful b) Successful c) Somehow successful d) Unsuccessful
7. Do you agree that applying the mixed methods, traditional and modern ones, will be more efficient to achieve better results in students?
a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree
8. How usually do you apply quizlet while learning new vocabulary items?
a) Always b) Often c) Sometimes d) Never
9. Do you agree that learning vocabulary by quizlet will be interesting, memorable and enjoyable?
a) Strongly Agree b) Agree c) Disagree d) Strongly Disagree
10. Please give a recommendation on how to make a plan that would increase the appliance of technology tools in teaching process!

Thank you for participating!

Appendix 3

Interview's questions

1. Which are the technology tools that you use in your English classes?
2. How usually do you apply technology methods, and do they make learning more attractive and memorable?
3. How do you find kahoot, is it a useful tool to teach English language?
4. Do you usually use quizlet and what is the distinction between teaching vocabulary items in quizlet and books?
- 5 . Which are the disadvantages of using technology in class?