Aection 8. Educational systems

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THE IMPACT OF TECHNOLOGY ON LEARNING ENGLISH FOR GJAKOVA'S PRIMARY SCHOOL STUDENTS

Abstract: Learning English has become a vital and existential matter in the globalization era we are living in, where we experience opening of markets and shared boundaries. English language is a second language in the majority of world countries, which is shown by the fact that over 80% of international communication is conducted in English. Thus it is very important that English language is taught, in various education systems around the world, as a second language from the first grade of primary school. This is enforced by the fact that we live in a time where information technology and internet is growing rapidly. The upcoming study to be conducted will indicate how much the application of technology facilitates the learning of English for primary school students, and if the teachers are using this technology at schools or are the children using it at home.

To pull this off, we are going to create surveys for some primary schools in the municipality of Gjakova. Today, kids already know how to use various technological devices such as computers, tablets, smart phones etc. and Internet before entering school, so we begin by assuming that technology is widely used and applied at primary school students.

The results of this study are important to prove that technology is one of the key factors in learning a foreign language, in this case English, which we already presume.

Keywords: technology, internet, primary school, student, English language, etc.

Introduction

Knowing English is not only necessary but also an existential case, as we mentioned before, and thanks to the Internet and technology's development the closeness with this language starts early in preschool [1]. Besides the Internet, iptv, as a new technology that provides various TV channels from all over the world into our homes, has increased this language's popularity. These channels help us to try and learn the language by providing entertainment [2].

Gjakova's municipality is known for a large number of English knowing students (which is showing

by the following research. This has been assisted by the development and application of Informative Technology in schools [3], the early usage of computational programs such as: Microsoft Word, Excel and PowerPoint, various English courses etc. The implementation of new methods in teaching has definitely made an impact in learning how to use these programs [4], which require basic knowledge of English. Teaching this language differs among teachers: some of them use the traditional method to teach, some use a projector which needs access to the Internet, some of them use the radio and so on.

The research below will help us know which teaching method the students have used to learn English and which method they prefer, so we need to get a better understanding of the research to improve the English teaching methods continuously [5].

Research

The research has been conducted in three schools in Gjakova, and it includes a sample of 100 students distributed equally. The research has been conducted

in the following middle schools: “Zekeria Rexha”, “Mazllom Këpuska”, “Emin Duraku” and ”Mustafë Bakija”, and it included 9 questions.

On the first question: “How good is your English?” the students answers were as follows: “excellent” 53 students, “very good” 25 students, “good” 12 students, “satisfying” 8 students and “not at all” 0 students. These numbers correspond to the same number of percentage.

Figure 1. How good is your English

In the second question: “How did you learning English until now?” the students answers were as follows: 80% responded “at school”, 29% “courses”, 44% “computer”, 33% “TV” and 9% responded “other”. The students have selected more options so the

sum of the percentages is more than 100%. In the “other” option, 4 students said they learned English through their family, 4 others said they learned English through smartphones and 1 said through video games.

Figure 2. How did you learning English until now

The third question: “Where do you learn English in school?” which had two options: “classroom” or “English language cabinet”, 100% responded that they learn English in the classroom.

Figure 3. Where do you learn English in school

The fourth question: “Do you use any form of technology at school to learn English?” the answers were as follows: 13 responded “Yes”, 16 responded “No” and 71 responded “Sometimes”.

Figure 4. Do you use any form of technology at school to learn English

Figure 5. If yes, which kind of technology do you use in school

The fifth question is linked to the “Yes” or “Sometimes” options from the previous question, and it asks “If yes, which kind of technology do you use in school?” 20% said they used radios and 80% said they used computers.

The sixth question is also linked to the fourth one, but with the “No” option of the question and it asks: “If not, do you think any form of technology should be used to learn English in school?” 12 students that responded “No” to the fourth question responded “Yes” to the sixth; 4 others answered “I don’t know”.

Figure 6. If not, do you think any form of technology should be used to learn English in school

The seventh question: “How much has the usage of technology help you learn English in school?” 30%

answered “A lot”, 52% answered “Satisfactory”, 18% answered “a little” and 0 answered “not at all”.

Figure 7. How much has the usage of technology help you learn English in school

The eighth question asked “Which technology device has mostly helped you learn English, outside of school?” and the answers were: “smartphones” 59%, “computer” 66%, “TV” 41%, and “other” 3%

(where videogames were mentioned. The students chose more than one option in this question.

Which technology device has mostly helped you learn English, outside of school?

Figure 8. Which technology device has mostly helped you learn English, outside of school

The ninth and final question was: “Which English skill have you improved by using informative technology devices?” where the chosen options

were: “only Speaking” 19%, “only Reading” 6%, “only Understanding” 13%, “only Writing” 0% and “All of them” 62%.

Which English skill have you improved by using informative technology devices?

Figure 9. Which English skill have you improved by using informative technology devices

Conclusion

We can tell by the research results that learning at school is irreplaceable. This is emphasized on the second question, where 80% of the students have learned English at school. In the same question, we can see that 44% of them said they learned English through computer (because they could choose more than one option. We also notice that from 84% of

the students who use a form of technology at school, 80% of them use the computer and 20% use the radio (the fifth question.

The eighth question gives attention to how much the development and usage of informational technology has helped students learn English outside of school. We can see that the percentage of the usage of technological devices is very high.

The most disturbing answer of all is the one that states that none of the students learn English in foreign language cabinets. Therefore this is a challenge for all municipal educational departments to invest

in more advanced methods to learn foreign languages (in private educational institutions English classes are exclusively held in cabinets).

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